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ABSTRACT

In phase 1 of this study Illinois proprietary institutions were surveyed to identify their vocational program offerings; a directory of their offerings was published. In phase 2 Illinois proprietary school administrators were interviewed, and the data was analyzed to determine resources available, the institution's readiness for cooperation and/or public support, and the institution's strategies for serving adult and minority populations. Among the thirty-seven phase 2 conclusions, it was reported that Illinois proprietary school owners display a professional approach as evidenced by membership in local, state, and national associations and efforts to obtain national accreditation. Also, the lecture or shop lecture/lecture demonstration is the most prevalent type of instructional methodology. In phase 3 a national survey was taken to determine state-based public/private cooperation and financial support to proprietary education, and a statewide assessment was made of attitudes toward public support of proprietary education. In phase 3, thirteen conclusions were formed concerning state-based policies for resident proprietary education. For example, it was documented that resident proprietary vocational education is a large enterprise, and boards authorized to administer state plans for vocational education have limited responsibility for governing, coordinating, or regulating resident proprietary vocational education. (The proprietary institutions directory, an annotated bibliography, and survey instruments are included.) (Author/CSS)

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FINAL REPORT

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PROPRIETARY EDUCATION: ALTERNATIVES FOR PUBLIC POLICY AND FINANCIAL SUPPORT

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CE 017 905

ABSTRACT

Phase I involved a survey of Illinois proprietary institutions identifying their vocational program offerings with the subsequent publication of a directory of those school offerings; Phase II focused upon gathering data via interview with a representative sample of Illinois proprietary school administrators and analysis of that data to determine the resources available, the institution's readiness for cooperation and/or public support, and the institution's strategies for serving adult and minority populations. Phase III activities involved a national survey of state-based public/private cooperation and financial support to proprietary education, as well as a statewide assessment of attitudes toward public support of proprietary education.

Recommendations from the three phases included: (1) Program costs by type of proprietary school should be compared with costs for similar programs in public community colleges; (2) An in-depth study on the completion rate of students enrolled in correspondence schools, proprietary schools, and public post-secondary institutions should be conducted; (3) Additional research be conducted on providing financial aid and assistance to students seeking occupational training in all post-secondary vocational institutions; (4) State post-secondary vocational governing boards should increase their activity in determining the extent to which resident proprietary institutions and programs are fulfilling the public demand for post-secondary vocational education; (5) States should actively review both statutory and administrative policies rather than statutes as the future basis of revised regulations; and (6) State vocational education agencies should actively seek the involvement and participation of the proprietary sector in planning for post-secondary vocational education.

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INTRODUCTION

Contemporary legislation combined with a sustained interest in maximizing the use of limited public resources has promoted proprietary education into an important position within the post-secondary vocational education complex of the United States. Proprietary vocational schools predate the development of tax-supported vocational education. However, the general public and public educational interests have seldom understood and less often accepted the role and mission such institutions play in providing vocational preparation for society.

Proprietary education has been most often described as for-profit, resident, home study, or extension course work providing instruction which is primarily vocational. It has largely been classed as post-secondary because of its purposes and its clientele who are usually beyond secondary school age. However, because of the relative exclusion of proprietary education from education's policy, research, and development mainstream, little has actually been known about the nature of proprietary institutions, their function, or their relationship to public interests for post-secondary vocational education.

From within the rather heterogeneous grouping of institutions which comprise the proprietary education industry have come stories ranging from scandal to exemplary service. Estimates of enrollment growth in proprietaries exceeded those for public post-secondary vocational education. Proprietaries had developed strategies which not only enable them to make a profit, but also made them successful in serving the vocational interests of individuals and society. These strategies, as well as the resources available within the proprietary sector, constitute a relatively untapped potential for publicly supported post-secondary vocational education interests.

Selected research findings indicate that proprietary education has been serving adults, minorities, inner-city populations, and disadvantaged individuals at rates which exceed such service by public post-secondary vocational education. One possible explanation for this service to the otherwise less-employable is proprietary education's concentrated vocational emphasis. Instruction in proprietary schools is closely aligned to labor market demands and their programs are often characterized as short in duration and focused almost exclusively on developing skills which promote employability.

Studies by Wilms, Katz, and others have recognized the important and beneficial impact that proprietary education has had upon individuals, as well as upon society. The Carnegie Commission in a 1973 report cited the need for improved accountability and manpower education and suggested that proprietary schools perform well in this respect as single-purpose, human-capital creating institutions.

Federal, and to a lesser extent, state legislation has also begun to recognize proprietary education as a useful alternative within the new definition of post-secondary education. Most notable for its recognition of proprietary education was Public Law 92-318, the Educational Amendments of 1972. The law provided both conceptual and legal support for proprietary education. Subsequent appropriations gave a significant boost to the idea of extending financing directly to students and, hence, encouraging consumer choice.

Additional support also came to proprietary education through other legislative avenues such as the Comprehensive Employment and Training Act (C.E.T.A.), the revised Student Assistance Provisions of the Higher Education Act of 1965, and the 1202 Commissions' charge to states by the federal government. Legislation which renewed the 1968 amendments to the Vocational Education Act of 1963 defined some of the proprietary school offerings as being eligible for support through state plans for vocational and technical education.

Much of the legislative support for proprietary vocational institutions has not been realized. Legislative ambiguity, and low-status characterization of proprietary education, and the public post-secondary lobby have interacted to limit the active role of such institutions in the post-secondary vocational education effort of most states.

Efforts to restrict public support to proprietary education have been accompanied by calls to insure quality and preserve the public education system. However, there has been irony in this approach to public policy development. Public education, like other public-sector activities, developed historically as a means to insure more widespread access and service which could not be adequately supported through private enterprise. As public support to education was extended to include adults and to serve specialized vocational interests, proprietary institutions faced publicly supported competition. Students whose educational interests might be better served by proprietary offerings have been denied access to funds. Restrictions placed upon student aid and financial assistance allow students to attend public vocational programs, but not proprietary ones. While this restriction has been less evident in the area of veterans' benefits and federally supported student work programs, the impact of not being allowed to participate in state-funded scholarship programs for post-secondary education has been substantial. The Illinois Federation of Independent Private Schools has estimated that during 1975 more than 9,600 potential students applied to proprietary schools in Illinois, but lacked funds for tuition.

The comparative service offered by proprietaries and community colleges to minorities, adults, and the disadvantaged is a critical issue. A recent study of students attending Illinois resident proprietary schools (Juhlin, 1976) found that 46 percent were members of non-white minorities, while only 12 percent of those attending community colleges were. With respect to age, only 26 percent of those attending proprietary institutions were under 21 years as opposed to 89 percent of those attending community colleges in the state. Even more impressive data on how proprietaries are serving adult populations comes from the finding that only five percent of those attending community colleges were over 25 years of age while 47 percent of those attending proprietary institutions were 25 years of age or older.

These impressive data on proprietary education's service to minorities and adults further emphasize the importance of recent recommendations by the State Advisory Council for Vocational Education and the Illinois Board of Higher Education. In its "Annual Evaluation Report" for FY '74, the Council recommended that:

> The State Board of Vocational Education together with the State Board of Higher Education place continued emphasis on defining and implementing mutually supportive and non-duplicative roles between post-secondary institutions, area vocational centers, comprehensive high schools and proprietary schools (p. 7).

Master Plan Phase IV for Post-secondary Education in Illinois developed by the staff of the Board of Higher Education in October of 1975 recommended that:

> Public colleges and universities should fully explore the possibilities of the development of cooperative programs with other public and private institutions whenever this is feasible and appropriate (p. 39).

The Plan further stated that "proprietary institutions clearly constitute a significant element of the post-secondary education community in Illinois." It continued with a charge to improve knowledge about this sector:

> Full information concerning the resources of this sector is necessary for program planning for public and other not-for-profit institutions. For example, in certain specific areas cooperative programs between proprietary schools and community colleges could provide valuable services more efficiently than they can be provided by a community college alone (p. 50).

Significance of Study

The above observations and recommendations emphasize the long-apparent need to assess the nature of proprietary education within the state. Illinois is one of the nation's three leading states, both in terms of numbers of students enrolled in proprietary education programs and in the number of such institutions operating within its boundaries. In addition, the state appears to have one of the nation's highest percentage of C.E.T.A. training programs being conducted in proprietary institutions under contractual agreements.

The charges to share resources, to cooperate in the delivery of vocational programs, and to avoid unnecessary program duplication have been frustrated by several obstacles. Among the most significant have been: 1) the lack of knowledge concerning resources available and accessible within the proprietary sector, 2) the hesitancy of proprietary education to cooperate, 3) lack of assurances of quality within the proprietary sector, and 4) lack of appropriate incentives to promote a cooperative attitude on the part of public institutions. This study was directed toward surveying several of the attendant problems, developing alternative strategies for encouraging greater cooperation between public and private post-secondary vocational education, and minimizing identified obstacles to cooperation.

Project Design

The project had four phases with separate study efforts involved with the first three. While each study is described in detail within the component reports, the principal efforts are distinct.

Phase I provided a listing of vocational program offerings at the post-secondary level for resident proprietary institutions within Illinois. The data thus gathered proved helpful not only to state educational planning and policy making groups but also for educational counseling and guidance.

Phase II focused upon gathering and analyzing data on the characteristics of resident proprietary institutions and programs within the state. The purpose was to acquire a better operating knowledge of the resources available in these institutions, their readiness for cooperation and/or public support, their preferences for selected types of cooperation or public support, and their strategies for serving rather high proportions of adult and minority populations.

Phase III resulted in a feasibility study of alternatives for public utilization of proprietary institution resources. It involved a national survey of state-based public/private cooperation and financial support to proprietary education, as well as a statewide assessment of attitudes toward public support of proprietary education.

Phase IV is the analysis of conclusions drawn from the above study activities and the development of recommendations. These recommendations along with background research will provide a guide to appropriate groups, agencies, and institutions within the state. They will be directed toward increasing the use of resident proprietary institutions and their resources to improve the state's total post-secondary vocational effort.

Delimitations of the Project

The studies comprising the research project focus primarily upon the possibilities for public and proprietary sector cooperation and planning for post-secondary vocational education within the state of Illinois. Two of the study activities are state based with data having specific applicability to Illinois and transfer appropriateness to other states. Data resulting from the national component have general applicability to all states.

Both state-based studies as well as the national survey study were limited to consideration of resident proprietary institutions. The resident distinction applies to those proprietary institutions which are organized in such a manner that students and faculty meet at a designated location for the instructional program. Primarily, the definition was intended to draw a distinction between correspondence institutions and programs and those of a resident nature.

Additional delimitations are noted within the component study reports. Definitions of terms frequently employed within the study are included in the Glossary of Terms Section at the end of the report.

REVIEW OF LITERATURE

Introduction

Proprietary education in America has existed from as early as the 18th century. It was not until 1972 that this form of education was recognized as a part of post-secondary education (Erwin, 1975, p. 1).

With the passage of the 1972 Education Amendments school owners were not only provided with a voice in the educational planning process, but also allowed protection and extention of their interests in state educational planning via the 1202 Commissions (Erwin, 1975, p. 1).

In spite of the long history of proprietary education, information concerning the schools, their students, and general operations is limited. Volumes have been written about tax-supported post-secondary education with primary concentration upon academic education in the two- and four-year colleges and universities (Wolman, 1972, p. 3), and with the increased awareness of the leaders of vocational education, the literature has expanded to include occupational programs in tax-supported secondary schools and community colleges (Wolman, 1972, p. 5). However, detailed studies concerning the large and diversified sector known as proprietary education are very few.

The Schools

Historical Background

The actual date of the first proprietary school is uncertain. Katz (1973, p. 6) cited a March 20, 1728, advertisement in the Boston Gazette as being the beginning of proprietary schools. Fulton (1969, p. 1022) indicated that proprietary schools began in the early 19th century.

From these beginnings, the proprietary sector of post-secondary education has grown to include approximately 10,000 schools offering coursework in barbering, cosmetology, trade and technical occupations, and business occupations (Christian, 1974, p. 1).

A number of events have had an impact upon this part of post-secondary education. Katz (1973, p. 4) identified the early apprenticeship system as providing some of the concepts and forms of subsequent business, trade, and technical schools. This apprenticeship system worked well when technology was in its infant stages, but Katz (1973, p. 5) felt the apprenticeship and trade-training developments had little practical effect in America with its young industry and growing commerce. As America was growing, so grew services and institutions from the private sector that would train individuals with necessary work skills and practical knowledge in specific occupational areas that could undertake the needs fostered by the new industry and commerce of 18th century America (Katz, 1973, p. 5).

"Proprietary-masters" (Katz, 1973, p. 5) provided instruction in their homes on topics including navigation and business. Katz (1973, pp. 8-9) saw the 1862 enactment of the Morrill Land Grant College Act as America's growing awareness of the need for vocational training. He (1973, p. 9) indicated that during the period of 1862-1917 the needs of industry and business for job-trained individuals were provided by the proprietary schools of the era primarily because a public education did not undertake the training needs of industry and business.

Rudolph (1962, p. 256) felt that public education's slow move to training for technical competence also indicated the reluctance to move away from the classical training in early American institutions of higher learning. He wrote:

> In 1870 Rutherford B. Hayes, then governor of Ohio, saw the proposed A & M college in Ohio as a venture in equipping the industrial classes with technical competence. Four years later, however, the first president of Ohio State, Edward Orton, pledged in his first inaugural address that the university would adhere to 'the education of a man as man, rather than that which equips him for a particular post of duty.' At the University of Missouri, the next year a comparable outlook was advanced by a trustee who warned that 'too much in practical education should not be expected, as the main purpose is to develop the social and mental nature of the students.' 'That is good,' retorted a member of the state board of agriculture, 'but what are they going to do about hog cholera?'

Even with the awareness on the part of public educators of the need for well-trained, job-oriented people, the proprietary schools have continued to grow; and, as indicated by Worthington (1972, p. 1) they provide an excellent quality of education. Worthington (1972, pp. 4-5) cited the abilities of the proprietary schools to respond quickly to manpower needs, their ability to meet student needs, their shorter, more flexible schedules, and employment of practice-oriented teachers who use innovative teaching techniques, as the major assets of the proprietary sector.

Being an Outsider

Moses (1971, p. 1), in discussing the "educational system" as the structural dimension of participation in formal, organized educational experiences by the American population, felt our traditional government agencies have concentrated their efforts too heavily on the core and excluded the "educational periphery." The core, as Moses interpreted it, was the sequential ladder of formal educational activities ranging from kindergarten through graduate and professional schools. The "educational periphery" was the variety of vocational programs in business, government, the military, proprietary schools, and anti-poverty programs, plus cultural and leisure-oriented programs in regular core institutions, religious education, television, correspondence courses, and private associations.

As part of the "educational periphery," proprietary schools, according to Trivett (1974, p. 4) are considered outcasts. Belitsky (1969, pp. 6-7) indicated that parents have held the college preparatory programs in high esteem and relegated vocational education to the realm of being for other parent's children. Because proprietary education is job-oriented training, it has also been considered peripheral. Moses (1971, pp. 5-6) called for an increase in the understanding of the "educational periphery" to facilitate alternative patterns of learning and public policy.

Trivett (1974, p. 5) concluded, as Belitsky did, that the low-status characterization of occupational education by the American public has resulted in a low-status classification of the proprietary schools whose primary mission has been occupational education.

Certain changes in government policy have helped to bring proprietary education to new importance in educational circles. Fulton (1973, p. 8) identified one of these changes by pointing out that proprietary students in New York and Pennsylvania have equal access to state scholarship programs. Fulton further saw as another positive recognition of the proprietary sector, provisions in the Education Amendments of 1972 for state incentives for scholarship programs that could be used by students interested in post—secondary proprietary education.

The Profit Motive

Erickson and others (1972, p. 12) defined proprietary schools as privately-owned and profit-oriented post—secondary educational institutions which provide vocational training.

Definitions for proprietary education all contain references to profit-oriented, profit-seeking, profit-making, profit-generating, or profit-motive. This has caused considerable controversy, as cited by Fulton (1969, p. 1022), and largely because of the profit motive, proprietary education has often been viewed as a stubborn weed in the academic garden.

Wilms (1974, p. 6) also points out that the profit-seeking nature of the proprietary school sector has been the cause of much of the ostracism felt by the school owners. Belitsky (1969, p. 2) saw that school owners or administrators have similarities to the entrepreneurs and executives in private business firms. This was exemplified in the owners'/administrators' flexibility in accommodating to the needs of both students and prospective employers.

Fulton (1973, p. 5) classified schools into three categories: (1) the tax-paying institutions (proprietary institutions), (2) tax-avoiding institutions (private non-profit colleges), and (3) tax-consuming institutions (public institutions). Proprietary schools, Fulton (1973, p. 8) stated, have provided and will continue to provide a large portion of our population with the training necessary for employment. Green (1972, p. 25) made this observation on the profit question:

> We should not allow ourselves to be deluded by the categorization of companies into 'profit-making' and 'non-profit' Sometimes we act as if 'non-profit' organizations are morally superior because, somehow, they are doing the job out of some high moral ideal--as if somehow it were immoral to make a profit. In fact, any organization has to receive enough income to cover its outgo, or it goes out of business.

Bender (1973, p. 17) indicated a similar opinion to Green's that educators ignore or demean the proprietary sector because of the profit motive. He saw the historical traditions of the academic world as supporting the attitude that teaching was a "calling" for service to mankind. Viewed in this light, Bender felt the academic community deemed the profit motive of the proprietary schools as synonymous with exploitation. The terms exploitation, degree mills, rip-off, fast-buck artists have often been applied to the proprietary school sector.

Arnstein (1973, p. 7) indicated that fraud, especially in the proprietary sector, has become acute and that efforts by the Federal Trade Commission and the Federal Interagency Committee on Education are currently underway to attempt to clear up the problems. He identified four developments as stimulating action by these agencies. These developments are: (1) institutions of higher learning now compete for students; (2) consumerism and citizen participation are on the rise, especially with students asking for a voice on governing and regulatory bodies; (3) increasing innovation regarding external degrees, universities without walls, credit for work experience; and, (4) finally the fact that proprietary schools have been recognized and are not in a world of their own.

Bender (1973, p. 17) commented on the misleading and dishonest practices that occur in the proprietary sector and on the fact that the sector itself has vigorously worked to correct this problem. He indicated the legitimate proprietary school owners are more concerned with eliminating unsavory practices that are any other group.

Innovation and Flexibility

Beckwith (1976, p. 1) indicated the survival of the independent private post-secondary school depended upon their ability to provide services their customers can afford. He felt that no other educational system has placed as high a premium upon cost efficiency as the independent private post-secondary sector whose ultimate beneficiary is the students who seek training that is relevant to a particular job.

The Oregon State Educational Coordinating Council (1969, p. 7) stated that the source of the funds by which a school carries out its program should not affect its ability to assist students to reach their educational objectives nor demean the school.

Burck (1975, p. 125) saw the proprietary schools as reaching the educational objectives of students through pure and lean training programs that develop job skills within six months or a year. He indicated the cost per student-year is apt to be only half as much as in public vocational schools.

Belitsky (1969, p. 25) described the proprietary schools as innovative and allowing for flexibility. He felt the cost efficiency of these schools was based on the market-orientation of the schools, their flexibility in adapting to student and employer needs, entrance requirements, the year round school schedule, the availability of full- or part-time course work on a day or evening basis, and the active recruitment of students.

Bender (1973, pp. 18-22) identified areas of innovative practices in the proprietary sector that public post-secondary educational institutions should explore. These practices consisted of recruitment incentive plans, a better understanding of the unit cost of instruction, more emphasis on placement, and profit sharing. He compared these practices by the proprietary schools to those of the public community colleges. He felt the community colleges could learn a great deal more by examining the proprietary schools than by examining the baccalaureate college.

Belitsky (1969, p. 25) saw the quest for profits by the proprietary schools as the stimulus for continuous changes in operation and instruction. He cited Milton Willenson, former president of the Private Vocational Schools Association of New York, who pointed out that private vocational schools cannot survive unless they continue to revamp their programs.

Instruction

The variety of offerings (Kincaid and Podesta, 1967, p. 202) in proprietary schools is particularly striking to persons interested in vocational education.

Burck (1975, p. 125) also noted this variety of offerings, and characterized the proprietary education field as a flourishing industry that meets the needs of the market. He viewed the proprietary sector as so diverse in program offerings as to almost baffle analysis.

Peck (1970, p. 2) stated the proprietary schools often are the only source of training for certain vocations; and because of the profit orientation, proprietary schools will experiment with new courses to attract students to prepare them for new vocations.

Training in the proprietary schools (Wilms, 1974, p. 7) has limited, clearly defined objectives, and schools are organized for the single purpose of preparing students for successful employment.

Katz (1973, p. 119) saw the independent private schools as training students for employment through course content designed to be closely connected with a specific phase of the world of work. He felt this practical orientation was a prime motivator for all types of students. He indicated that the word theory is seldom used, but verbal instruction combined with instructor demonstration provides a means whereby theory becomes an integral part of hands-on training and participation.

Belitsky's study (1969, p. 65) indicated this emphasis on practical, hands-on orientation from findings in his study of schools accredited by the National Association of Trade and Technical Schools. Students spent a minimum of 41 percent of each day in a concrete instructional setting. He found private schools "simulate" shop laboratories and even department stores to minimize the transition for students from school to work.

Katz (1973, p. 120) describes the instructional process by indicating the use of job tickets similar to actual trade practice, working on real equipment, and training vehicles that simulate actual job conditions and environments.

A distinctive method of instruction provided in trade and technical schools (Katz, 1973, p. 121; and Belitsky, 1969, p. 65) is the use of short, sequential units. Both authors saw this "innovation" by private school administrators as a means of motivation for the students who successfully completes a unit or units before moving on to more complex units. Hoyt said this reinforcement and motivation was possibly the first successful undertaking of many of the students enrolled in proprietary schools (Belitsky, 1969, p. 74).

Training (Herbert and Coyne, 1976, p. 9) in proprietary trade and technical schools is up-to-date, with most schools offering day or evening instruction. They described the training as "hands-on" with instruction structured around modular, problem-solving units allowing instructors to evaluate progress and detect problems early.

Motivation of students and flexibility of instruction through short, sequential units of study are identified by Katz (1973, pp. 118-121), Belitsky (1969, pp. 27 and 65), and Herbert and Coyne (1976, pp. 9 and 36) as a very important method used by the proprietary school offering trade and technical course work to train students for successful employment.

Instructors

Wolman and others (1972, pp. 58-65) found teachers in proprietary schools to be younger than teachers in non-proprietary schools. The reasons given for younger teachers in the proprietary schools were the high turnover rate resulting from generally lower salaries and lack of a tenure system in the proprietary schools. She indicated that older teachers in the tax-supported community colleges were possibly not as likely to leave their tenured positions.

Wolman found male instructors to be employed two to one over females. When comparing the educational attainment of teachers in the proprietary and non-proprietary schools, the teachers in the non-proprietary area had obtained a significantly higher level of traditional education. Wolman indicated that the mission and philosophy of non-proprietary (community colleges) and proprietary schools is different, thereby explaining the differences in the levels of teachers' education.

School directors interviewed by Wolman felt that open-ended licensing which allowed the directors to employ staff with practical work or teaching experiences was more important than being held to hiring staff with only academic preparation. States having open-ended licensing for faculty in the proprietary schools were California, Illinois, and New York.

Rules and regulations dealing with the certification of proprietary school teachers for the state of Illinois (Illinois Office of Education, 1977, p. 8) list teacher qualifications for approval as:

> d. Each teacher shall possess at least one of the following qualifications:
>
> 1. A current, valid public school teacher's certificate in a relevant subject area issued by the Superintendent or the Chicago Board of Education; or
>
> 2. A permanent, valid public school teacher's certificate in a relevant subject are issued by another state; or
>
> 3. Graduation from a state-approved, four-year college or university with a minimum of twenty-four (24) semester hours in the specific subject area in which the applicant intends to teach; or
>
> 4. No less than 4,000 clock hours (the equivalent of two years) of successful training and experience in the specific subject or skill area of the instructional program in which the applicant intends to teach.

In examining teaching experiences, Wolman found that although the proprietary-school teachers as a group were younger than those in the non-proprietary (community colleges), the two groups showed no comparable differences in the amount of prior teaching experience.

Teachers employed by proprietary schools in the Wolman study had less work experience than the teachers employed in the non-proprietary schools. Wolman saw this as not surprising due to the younger age of the proprietary instructors.

Belitsky (1970, p. 11) indicated the proprietary school instructors were urged to view their students as "clients" and not "charges." He stated the schools are convinced that creditable teaching performance can be ensured by making teaching capability the criteria for reward and advancement.

Student failure means teacher failure in the proprietary schools.

The Montana Commission on Post-secondary Education Reports (Staff Report, 1974, pp. 12-13) based on 37 schools indicated one school with 24 instructors while the average number for the 37 schools was 3.3 with a total of 215 instructors in the schools.

Belitsky's (1969, pp. 82-83) study of proprietary schools accredited by the National Association of Trade and Technical Schools indicated a 24 to 1 student-teacher ratio in classroom work, with 19 or fewer students per teacher in the laboratory or shop work.

Katz (1973, pp. 121-122) identified the main differences between private and conventional faculty. The differences are:

a. The private school instructor is seldom protected by tenure.

b. He is rewarded directly on performance rather than on scheduled reviews of service based on time.

c. He is taught to consider his students as "clients," or perhaps "customers-of-training," rather than "charges" imposed upon him by a public system.

d. He is hired on the basis of practical experience or achievement rather than on completion of conventional academic programs.

e. He is often evaluated on the basis of his ability to "hold" student interest through continued motivation, based on the theory that each student's individual potential and talent is subject to be "tapped."

f. Often he is handicapped by lack of knowledge and training in the art and science of teaching--a skill separate from trade and technical skill.

g. Often he is handicapped by lack of understanding of students' disadvantages caused by exterior influences.

Wilms (1974, pp. 22-30) provided data on the comparison of public and proprietary school teachers' salaries, teaching loads, ages, work experience, and education degrees. His results indicated the proprietary and public teachers were almost the same average age (public--39, proprietary--40). The proprietary teachers, however, clustered around the young and the old, while public teachers clustered around the middle.

In viewing educational degrees, the proprietary-school teachers, on the average, had completed (most often) an Associate of Arts degree while public-school teachers had a bachelors degree. Teachers from both the public and proprietary institutions had about three years of work experience.

The most striking difference Wilms indicated was in the areas of salary and teaching load. Most of the proprietary-school teachers worked 12 months a year, while most public-school teachers worked nine months a year; but the proprietary-school teachers' salaries were, in the average, 65 percent of the public-school teachers' salaries. While the proprietary-school teachers were paid less, they were required to work harder, with average weekly teaching loads being 27 hours compared to 18 hours per week for public-school teachers.

Johnson (1967, pp. 88-89) provided a profile of teachers in schools associated with the National Association of Trade and Technical Schools. The private trade and technical school teacher was male, between 36 and 55 years of age, and entered teaching by direct recruitment from the world of work. The teacher had an average minimum of eight years of work experience in a specific trade or technical field. She further characterized the private trade and technical teacher as active in curriculum and test development, using a variety of visual aids, and using discussion and lecture as the primary classroom methods with demonstration or experiments and on-the-job laboratory methods for shop work.

Management

Little has been written about administrators of proprietary schools involved in the trade and technical areas. Erickson (1972, p. 24) listed the management team of proprietary schools that he visited as consisting of a president, a dean or director, and several admissions counselors. The management team's primary tasks were: increasing student enrollment, meeting cost and quality standards for program offerings, and placement.

Katz (1973, pp. 112-113), writing on Illinois proprietary schools, indicated that originally nearly all of the Illinois schools were proprietorships or partnerships, and the management of the school was placed in the hands of the proprietor. Ultimately the success of the school then depended upon the coordination of educational and business expertise. Eventually, the larger schools in Chicago, according to Katz, were founded by educationally-oriented businessmen who recognized the need for and hired educational and marketing expertise. As the larger schools in the Chicago area incorporated or became subsidiaries or corporations, the title of president was dropped and replaced by the title director or manager. Katz identified four positions and titles of the management personnel in the larger proprietary schools. They were:

1. A Director of Training or a Director of Education is responsible to the school director and his functions are related to faculty, curricula, and related areas.

2. A Director of Marketing or Sales is responsible to the school director. His primary functions include advertising, sales development, control of sales representatives, statistical analysis of advertising, leads and closures (enrollments) and related matters.

3. A Director of Student Services sometimes reports to the director of education, but more often to the school director. His functions include student counseling, housing, undergraduate and graduate job placement, compilation and storage of student records, and matters related to government and veteran agencies.

4. A chief Accountant or Controller reports to the director of the school. His functions are to prepare profit and loss statements, tax preparation, budgeting, payroll, and to generally control and supervise the financial affairs of the institute. Usually, a department directly under the supervision of the chief financial officer is directly in charge of student financial records and tuition collection procedures.

Katz felt the relationships between department heads in the independent private school industry seemed to be more intimate and better coordinated than at large public-supported institutions. He also indicated the smaller schools may require one individual to carry out numerous functions; for example, the educational director may also be the director of student services. The Montana Commission on Post-secondary Education (Staff Report, 1974, pp. 12-13) provided an example of one individual working in several capacities. The report explained that in some Montana proprietary schools, the owner is both teacher and manager.

The Illinois rules and regulations (Illinois Office of Education, 1977, p. 6) for private business and vocational schools list the minimum qualifications for supervisors (directors) as:

1. Graduation from a state approved four-year college with a minimum of twenty-four (24) semester hours in administration/management and/or professional education and/or in the subject areas in which the school provides instruction; or

2. Training and experience in the subject area in which the school provides instruction which shall include a minimum of:
   a. a combination of 6,000 clock hours (the equivalent of three years) of training and work experience; and
   b. 2,000 clock hours (the equivalent of one year) of supervisory or instructional experiences.

These qualifications for supervisors (directors) are similar to those in other states, i.e., New York, Texas, and Connecticut; but some states have few or no regulations or qualifications for supervisors or other proprietary school personnel (Katz, 1973, p. 43). By January, 1972, 41 states had regulatory laws for proprietary school operation (Katz, 1973, p. 43). Herbert and Coyne (1976, pp. 106-107) indicated that within the period 1970-1976, there has been a major overhaul of these regulatory agencies to the extent that 36 states now have comprehensive authority to oversee proprietary school operations.

The management decision for the proprietary schools' owner (supervisor/director) are complex as shown by Hyde's work (1974, p. 58) with the Electronics Technical Institute of Chicago. Some of the forces that have affected this school's growth since its founding in 1950 include: technological changes that had to be incorporated into course work, competition with vocational training offered by public institutions, changes in the labor market conditions, and expansion from the original, exclusively night-time offerings, to day and night operation.

Size and Physical Facilities

Froomkin (1974, p. 197) described the facilities in the proprietary schools as spartan when compared to the rest of the post-secondary sector. In this same vein, Herbert and Coyne (1976, p. 6) quoted a proprietary school owner as saying, "Take your average university president's office and boardroom, divide by two, and you get the size of the average proprietary school."

In studying facilities in the post-secondary sector, Froomkin (1974, p. 196) indicated the most striking deficiency in the proprietary sector was library facilities and study space. However, since the mission of the proprietary school is hands-on instruction, Froomkin was not sure that library and study space were really needed by the students.

Miller and Hamilton (1964, p. 25) and Belitsky (1969, p. 10) wrote that independent business schools and trade and technical schools were small in comparison to other post-secondary institutions. The average day enrollment in the business schools reported did not exceed 350 (Miller, and Hamilton, 1964, p. 25). The average enrollment of 268 students in small trade and technical schools was representative, Belitsky reported, of the 2,849 trade and technical schools. Belitsky saw the large numbers of these schools as being explained by the schools' small size, along with a great variety of courses. Enns and others (1967, p. 26) in their study of privately-owned vocational schools in Alameda and Contra Costa counties in California indicated the small size of the schools by the fact that in general, the number of student stations per classroom was smaller than in the public high school or colleges.

Belitsky (1969, p. 50), Katz (1973, p. v), and Herbert and Coyne (1976, pp. 48-50) all reported the increase in the number of schools owned by well-established industrial firms. Also, multiple-school ownership and franchising were deemed evidence of the profitability and the growing opportunities in providing vocational education to the nation. Herbert and Coyne listed the following major U.S. corporations as being in the school business, following a 1965 market survey by the Bank of America that suggested post-Vietman investment possibilities: Lockheed Aircraft, LTV Aerospace, Philco-Ford, Lear Siegler, Ryder Truck, ITT, IBM, Litton Industries, Macmillan Publishing, Bell and Howell, American Express, Honeywell, CBS, and many others.

Herbert and Coyne continued by writing that corporate America assumes that "larger" means "more profitable," yet a number of their large schools have gone out of business.

Belitsky (1969, pp. 64-69) writes that private vocational schools are geared to the mission of practical concrete training situations that will develop employable graduates. These training situations are as close to real work situations as possible. The physical facilities in most schools, Kincaid and Podesta (1967, p. 220) wrote in their study of Santa Clara County, California, proprietary schools, were not as good as those of public schools; but none of the proprietary students interviewed for their study mentioned this difference in facilities.

The Students

The State of Illinois Board of Higher Education (Staff Report, 1974, p. 1) indicated a universe of some 8,500 schools nationwide that serve about 3.3 million students paying from $100 to more than $4,500 for a program with an average tuition of $850-900. This produces a gross annual income of approximately $2.5 billion nationwide.

As previously indicated in this review of literature, little is known about the schools themselves, but some research has been conducted on the students attending the proprietary schools.

Studies have been made by Kincaid and Podesta (1967), Waldrip and others (1966), and Enns and others (1967) which deal with proprietary school characteristics as well as student characteristics through interviews with proprietary school personnel and limited numbers of students. Hoyt's (1968, pp. 170-171) study described the Specialty-Oriented Student as:

> . . . one whose motivations towards educational achievement are built largely around a desire to acquire a specific occupational skill or set of skills. Courses designed to broaden his potential for avocational living have little or no appeal to this student. He may be described as expressing relatively more interest in being trained than in being educated.

His study included both secondary and post-secondary students from public and private schools and profit and non-profit institutions.

Belitsky (1970, p. 14) identified the student bodies of the schools in his study of the National Association of Trade and Technical Schools (NATTS) accredited schools as:

1. High school dropouts with no occupational training.
2. High school graduates of a general education program who lack any specific preparation for employment.

3. High school graduates who fail to pass the private schools' aptitude test in algebra or even arithmetic.

4. Person preparing for a licensable occupation.

5. College dropouts, or even college students and graduates, desiring an otherwise unavailable course, such as computer programming.

6. Persons for whom the formal education requirement is eased because they have had several years of employment experience but are currently unemployed or finding it difficult, for physical reasons, to remain in their present occupations.

His findings indicated the enrolled students as comparatively young with a median age of 20 years for day students; the evening students were considerably older, with nearly two-fifths being 26 or older.

Christian's (1974, pp. 5-7) study of schools accredited by NATTS and the Association of Independent Colleges and Schools (AICS) revealed that although proprietary students come from lower socioeconomic levels and have different demographic and education charateristics, they were very similar to their freshman classmates in colleges and universities in terms of life goals, values, and social attitudes and behavior. She also indicated an enrollment of twice as many blacks in the proprietary schools in the sample as in other freshman classes. Proprietary school students in the Christian study were older than other entering college students and more were married than in community college freshman classes.

Juhlin (1976, pp. 313-315) studied characteristics of students enrolled in resident proprietary schools in Illinois. He found that proprietary students are more likely to be older and to work following graduation or leaving to public school prior to enrollment in a proprietary school. The proprietary school students body is likely to have a large representation of non-white students and of students from lower-income families.

Licensing & Accreditation

Licensing

The impetus for licensing and approval comes from the constitutional responsibility of the state to maintain and safeguard its education program (Nerden, 1971, p. 61). The approval and licensing of private vocational schools follow various patterns. Nerden (1971, pp. 61-62) listed the following as covering the methods utilized by the states:

> In some states the state director of vocational education, who is generally responsible to the state board of education, may be directly responsible for approval and licensing. In such cases supervisory staff members and committees assembled for the purpose are assigned to visit sites, review the details of the applicant school, and subsequently recommend to the state board of education appropriate action concerning approval or disapproval. In other states, agencies within the state education authority are responsible for approving and licensing all private school operations. In still other states, a specified state agency, such as the board of nursing examiners, the board of health, or the barbering commission, may have prime jurisdiction in the approval and/or licensing of schools in its respective vocation.
>
> Those states which do not have established procedures for approving and licensing private vocational schools may use other procedures for determining the quality and scope of a school's programs. They may turn to the Veteran's Administration, which has established regular procedures for granting approval to private vocational schools and often makes periodic follow-up visits to ensure that facilities, curricula, and instructional standards are maintained. The VA is primarily concerned, however, with protecting the rights of veterans and making certain that quality education is purchased with the funds available to veterans.

For Illinois, Katz (1973, p. 45) provided a chart of the numbers of schools, type of schools and the regulatory agency responsible for approval and licensing, (See following page.)

Arnstein (1973, p. 5) indicated that states vary greatly in their effectiveness in setting standards. The Office of Education (DHEW, 1972, p. ix) reinforced Arnstein's statement when it wrote that states assume varying degrees of control over education; but, in general, institutions of higher education are permitted to operate with considerable independence and autonomy. As a consequence there is a wide variation of character and quality in American educational institutions. Regardless of how the state goes about approving the programs of private vocational schools, the approval agencies tend to apply similar criteria (Nerden, 1971, p. 62). The following are criteria used by most state licensing and approval agencies.

1. Reasonable standards of sanitation, health, and safety.
2. Qualifications of staff and administration.
3. The financial stability and solvency of the school.
4. Examination of scope, design, and sequence of topics of the proposed curriculum,
5. Provisions for visits by licensing officials to the schools.

NUMBER OF SCHOOLS - DETERMINED BY REGULATORY AGENCIES

Groups of Illinois private schools as approved by governmental operating licenses (October, 1972) are designated below:

Number of Schools	Group	Regulatory Agency
232	In-State Business, Vocational, Home Study and Self-Improvement Schools	Office of the Superintendent of Public Instruction
86	Out-of-State Business, Vocational, Home Study and Self-Improvement Schools	Office of the Superintendent of Public Instruction
150	Cosmetology Schools	Department of Education and Registration
24	Barber Schools	Department of Education and Registration
1	Mortuary Science Schools	Department of Education and Registration
5	Truck Driving Schools	Office of the Secretary of State
91	Commercial Driver Training Schools	Office of the Secretary of State
86	Pilot Flight and Ground Schools	Department of Transportation Federal Aviation Administration
675	TOTAL LICENSED PRIVATE SCHOOLS IN ILLINOIS In-State = 589 Out-of State = 86	

Source: Katz, H. H. *A state of the art study on the independent private school industry in the state of Illinois*. Springfield, Illinois: Prepared for the State of Illinois Advisory Council on Vocational Education, May 1973, p. 45.

Accreditation: Overview

Arnstein (1973, p. 8) wrote that the use of the word "accreditation" carries with it an aura of quality and legitimacy in higher education. He indicated that accreditation is becoming increasingly important to institutions below the college level.

The accrediting commissions for proprietary vocational schools are: The Accrediting Commission for Business Schools, the Accrediting Commission of the National Association of Trade and Technical Schools, the Accrediting Bureau for Medical Laboratory Schools, the Cosmetology Accrediting Commission, and the National Association of Practical Nurse Education and Service, Inc. (Katz, 1973, p. 141). The United Business Schools Association has changed its name to the Association of Independent Colleges and Schools to more accurately reflect its membership of both degree-granting and non-degree granting institutions (Arnstein, 1973, p. 8).

Numerous other associations or professional organizations accredit programs in proprietary schools and are recognized by the United States Office of Education. An example is the Engineering Council for Professional Development that approves curricula related to engineering in both public and private vocational schools (Nerden, 1971, p. 62).

The California Post-secondary Education Commission (1976, p. 104) identified a number of reasons for schools to attempt voluntary accreditation. They included: improving peer and public status and attractiveness to students, making possible transferability of credit, and needs to government funding. The government programs that permit participation by private vocational schools were identified by Belitsky (1969, p. 144) in his study of schools accredited by the National Association of Trade and Technical Schools. The government programs were listed as:

TABLE 10-2

FEDERAL GOVERNMENT PROGRAMS PERMITTING PRIVATE VOCATIONAL SCHOOL PARTICIPATION

"Under Contract Training"

1. Vocational Rehabilitation Act of June 2, 1920, as amended 29 U.S.C. 31 et seq.
2. Manpower Development and Training Act of 1962, as amended 42 U.S.C. 2571; P.L. 89-702.
3. Indian Adult Vocational Education; 25 U.S.C. 309, 452, 823 (c).
4. Economic Opportunity Act of 1964, as amended, 42 U.S.C. 2701 et seq; P.L. 89-794.
5. Government Employee's Training Program; P.L. 89-554; 5 U.S.C. 4101-4118.
6. Economic Development Administration (P.L. 89-15) 42 U.S.C. 2583.

7. Vocational Education Act of 1963; P.L. 88-210; sec. 8 (1).
8. Veteran's Vocational Rehabilitation; 38 U.S.C. 1501-1511.
9. Social Security Amendments Act of 1967 (P.L. 90-248) Title II Public Welfare Work Training Programs.

Student Financial Grants, Loans of Tax Benefits

10. Social Security Student Dependents, P.L. 89-97; See Sec. 202 (d) (8) (C).
11. F.E.C.A. Student Dependents; P.L. 89-488; See Sec. 10 (M).
12. Railroad Retirement Student Dependents; P.L. 89-700; See Sec 5 (1) (1).
13. Civil Service Retirement Student Dependents; P.L. 89-504, 5 U.S.C. 2251-2268; See Sec. 2251 (J) and Sec. 2260, and P.L. 89-554; Sec. 8341.
14. War Orphans Educational Assistance; 38 U.S.C. 1701 et seq.
15. Veterans Readjustment Benefits Act of 1966; P.L. 89-358; See Sec. 1652 (c).
16. Vocational Loans to Indians; 25 U.S.C. 471.
17. Vocational Loans to Eskimos; 25 U.S.C. 479.
18. National Vocational Student Loan Insurance; P.L. 89-287.
19. Income Tax Deduction for Student Dependents; 26 U.S.C. 151 (e) (4).
20. Student Dependency and Indemnity Compensation for Veterans Children; 38 U.S.C. 104, 414 (c).

Source: Statement by William Elkins in: U.S. Congress, House, Committee on Education and Labor, Partnership for Learning and Earning Act of 1968, Hearings, before the General Subcommittee on Education, on H.R. 15066, 90th Cong., 2nd Sess., 1968, pp. 345-346.

These programs have been enlarged with the passage of the 1972 Educational Amendments which included access by students attending proprietary schools to aid under the Basic Educational Opportunity Grants (Shoemaker, 1973, p. 71).

Accreditation: The Process

The Accrediting Commission of the National Association of Trade and Technical Schools (NATTS) (p. 1) indicates that accreditation has long been a reliable index of a school's standing within its community. The most important characteristic of an accredited school, as indicated by the Commission is its dedication to self-improvement through constant self-evaluation, participation in professional organizations, and the upgrading of all aspects of the school.

To be eligible for NATTS accreditation, the school must be a private commuter vocational school with a definite trade, occupational, or technical education objective. The school must have operated successfully for two years with at least one graduating class in the longest course. The directory of the National Association of Trade and Technical

Schools (1975-1976, p. 105) indicated the criteria an accredited school must maintain, thus:

> To be accredited each school must:
>
> - clearly state its objectives and demonstrate overall ability to meet them.
> - have qualified administrative staff and teaching faculty.
> - have fair and proper admissions and enrollment practices in terms of educational benefits to the students.
> - provide educational sound and up-to-date courses and methods of instruction, and examination and evaluative services.
> - provide for proper and adequate individual and group student counseling and other necessary student services.
> - demonstrate satisfactory student progress and success, to include follow-up job placement assistance.
> - be fair and truthful in all advertising, promotional and other representations.
> - reflect financial and business soundness of operation.
> - provide and maintain adequate physical facilities, classrooms and practical laboratories.
> - provide for proper student and administrative accounting.

Proprietary Schools and Community Colleges

According to the U.S. Office of Education, 10,800 proprietary post-secondary schools are operating in the U.S. compared with 1,183 public two-year institutions (Bender, 1973, p. 16). The Syracuse University Educational Policy Center predicts that the proprietary sector will continue to grow more rapidly than public post-secondary institutions in the future (Bender, 1973, pp. 16-17).

Several studies urged public colleges to adopt some of the practices of proprietary schools. Erickson indicated a need for public community colleges to: 1) be more sensitive of labor market demands; 2) concentrate on offering an open door to those who cannot get in or stay in other post-secondary institutions; and, 3) more clearly define student goals (Erickson, 1972, pp. 35-36).

Bender (1973, pp. 18-19) challenged community colleges to use a "sales approach" similar to the proprietary schools. This "sales approach" would include practices such as: taking the schools' services to the people and making them aware of the opportunities, home visitation by school officials, newsletters of activities and having faculty assume an active role in the recruitment process. He felt the community colleges needed to adopt this approach if they were to fulfill their mission.

In a study by Hyde (1974, p. 160), the merits of public community colleges were compared to the merits of post-secondary proprietary schools. Hyde stressed the need for tax subsidization of proprietary education in order to retain them as a vital part of U.S. post-secondary education.

He advocates encouragement of this form of education by means of subsidizing the individual, not the institution. Some of Hyde's main arguments were: 1) if community colleges draw students away from proprietary schools, the unique services offered by proprietary schools will be lost; 2) because of tax subsidization of public schools, students will be drawn to the less expensive institutions (i.e. community colleges with lower tuitions); and 3) as public schools increase their variety of services and programs, demand for private schools decreases.

The value of cooperation between the post-secondary proprietary schools and the public community colleges was shown by Hyde, Erickson, Bender, and Shoemaker. The staff report of the Illinois Community College Board (1974, pp. 1-10) details the benefits to community colleges of contractual arrangements with proprietary schools as follows:

a. no start-up cost for the new program.
b. flexibility to dissolve the program should the market no longer exist.
c. community college does not have to provide staff or have faculty receive fringe benefits or achieve tenure.
d. program costs are usually less through contracts than if the college ran a similar program.
e. there is no need for capital outlay on the part of the community college.
f. since most of the instruction is taken off-campus, the indirect instructional costs are decreased.
g. such contracts provide the opportunity to expand the programmatic offerings of the community college.

Benefits to proprietary schools of contractual arrangements are that:

a. an opportunity to service additional students.
b. they can attract more students because the tuition is lower.
c. some of their students can participate in state scholarship benefits.
d. their students can achieve a collegiate identity.
e. the public information services of the college can be utilized to attract students.

The report also contains information on (1) how to arrange a cooperative program between a proprietary school and a community college, (2) transfer credit from a proprietary school-community college to a four-year college, (3) use of Illinois State Scholarship Commission funding in contract arrangements, and (4) schools presently operating contractual programs.

The Future of Proprietary Schools

Katz (1973, p. 152) viewed the future of the proprietary school industry as being especially promising. He provided several reasons for their future growth; one was the continued and increased Congressional support of independent private schools.

The policy paper of the Illinois Board of Higher Education (1974, pp. 12-13) also commented on the continued growth of the independent private school industry. Three reasons were given--one of them reinforced Katz's statement on Congressional support.

> The Education Amendments of 1972, passed by the United States Congress, include the proprietary school as one of the ten groups that must have "broad and equitable" representation on the "1202" Commissions which will be responsible for the planning and coordination of post-secondary education within the respective states.

Trivett (1974, p. 7) discussed why proprietary schools survive, and elaborated by listing Katz's nine reasons for future growth in the private school industry:

a. continued, increased Congressional support
b. active participation by large industry through acquisitions
c. growing tendency for states to license, certify, and regulate the industry
d. growth of national trade and professional organizations
e. formulation of accreditation policies
f. increasing need for type of training offered
g. recognition by parents that not all children are college material
h. recognition that occupational education is not reserved for low achievers
i. beginning of a dialogue between private schools and the rest of post-secondary education

The staff paper of the Illinois Board of Higher Education (1974, p. 13) sums up the future of the proprietary school by the following comments:

> The independent private school industry is providing a genuine service to American industry.
>
> Post-secondary education in the years ahead will need to develop cooperative programs between public and private institutions. A first step is better understanding on part of all concerned. The independent private school industry is here to stay, and it will grow and become a more persuasive force in post-secondary education.

Miller and Hamilton (1974, p. 216) acknowledged the weaknesses and problems of the independent business schools and stated that they had survived fluctuating economic conditions and much praise and criticism. Despite the spreading influence of collegiate and junior college training the function of the independent business school has been encroached upon, but never absorbed, by other educational agencies. They further stated that each year increasing numbers of business schools seek and obtain accreditation by agencies approved by the U.S. Office of Education. The business schools have served and still serve a function that is not fulfilled by any other educational agency. These authors reported that as long as independent business schools served that function, and serve it well, their future is secure.

Christian (1974, p. 22) concluded that although the proprietary schools draw people from different backgrounds into specialized vocational programs, those young people have a great deal in common with other college students and certainly deserve the active, continuing interest of researchers and policy makers in the educational community.

Summary

Proprietary schools in America have long provided training for individuals interested in obtaining hands-on skill training in a short period of time. Although the birth date of the original proprietary school is uncertain, this part of the business world has contributed greatly to America's pool of trained workers. As pointed out, the proprietary schools were considered the only means of acquiring skill training prior to the development of public-supported education.

Proprietary schools still remain somewhat the outsiders in the educational community. Their recognition as an alternative to public post-secondary education occurred with the passage of the Education Amendments of 1972, which not only allowed students in proprietary schools to participate in federal student aid programs, but also suggested representation of the proprietary sector on the 1202 Commissions in each state. In many instances this was the first time the proprietary schools were given an opportunity to participate in educational planning on a statewide basis.

Schools are typically small, privately owned, and characterized as profit-seeking, single-purpose training institutions. Not all proprietary schools are owned exclusively by individuals, as some of the largest corporations in America have acquired and continue to operate such schools.

Owners of proprietary schools have been characterized as businessmen involved in the educational field. Their resourcefulness and dedication to the training of skilled workers, coupled with a collar consciousness, have allowed them to survive in the business of education.

Proprietary schools as single-purpose educational organizations allow students to enroll in course work day or evening, full- or part-time. This flexibility of enrollment and the placement services of many such schools, combined with their relatively innovative instructional approaches, helped students, who may have been dropouts or disadvantaged, to acquire a marketable skill.

Most writers have characterized the schools as being market-responsive, flexible, innovative, client-oriented, and employment-centered. These have been identified as a few of the attributes of the proprietary sector that are not found or are not as well developed in the public sector.

Instruction and the instructors must be student-oriented in the proprietary sector as placement of graduates is essential for the survival of the industry. The instructors are evaluated upon their students' performance and are retained or dismissed upon their teaching performance.

Students enrolled in the proprietary schools are interested primarily in being trained in a short period of time for an occupation. They include minor group members, adult learners, the disadvantaged, the handicapped, and inner-city residents as well as slow and fast learners.

Licensing of the proprietary schools varies from state to state as do the rules and regulations imposed upon the sector. In recent years numerous states, as well as federal agencies, have attempted to re-work licensing procedures, and monitor advertising practices, high pressure sales, etc. This control in part has been well accepted by the established and reputable schools. The reputable schools over the years have been judged guilty by association because of the actions of some unscrupulous proprietary school owners.

Accreditation of the proprietary schools on a voluntary basis has been attempted by the schools to aid in developing peer and public status, attractiveness to students, transferability of credit, and in attracting government funding. The accreditation process allows for an in-depth self-study to define and clarify objectives, coupled with visitation by the accrediting teams. The process of accreditation provides the schools with a means of self-improvement through constant self-evaluation.

The proprietary schools, because of the nature of their training, have been compared with the community colleges in numerous ways. Some writers have indicated the need for the two sectors to examine each other and determine how they might better serve their communities through cooperative efforts, rather than continuing on a competitive basis.

The proprietary schools have long been a part of America's resource for training skilled workers, and now are being seen as a useful alternative or supplement to public post-secondary vocational education by many in the public sector. Proprietary schools have survived much criticism and will continue to provide for the needs of many people interested in developing skills for earning a living.

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PHASE I

Directory of Illinois Resident Proprietary Schools

INTRODUCTION
to
PHASE I

This phase of the study was concerned with developing a directory of resident proprietary schools in the state of Illinois. As with the development of most directories, it was felt that both the resident proprietary schools and students in the state of Illinois would benefit from the exposure provided by the directory. The schools benefited by state-wide distribution of the directory, and students seeking further education benefited by having an additional source available from which they could select the school and programs they wanted to pursue.

Inherent in the development of the directory was the concept that resident proprietary school, long a large industry in Illinois would gain a position in the post-secondary vocational education market. Through wide dissemination of the directory, public post-secondary institutions would recognize the extent of the resident proprietary sector. With this recognition as another potential source of post-secondary vocational education, the resident proprietary schools could possibly play an expanded role in post-secondary vocational education in the state.

METHODOLOGY

PHASE I

Phase I was started by a comprehensive literature review which was to serve as a guide for the development of the initial questionnaire as well as a base for the activities associated with the remaining phases of the study.

Comprehensive lists of the business, self-improvement, and vocational schools in Illinois were obtained from the Illinois Office of Education. A complete listing of barber and cosmetology schools was obtained from the Illinois Office of Registration and Education. The list of truck-driving schools was obtained from the Illinois Secretary of State, Department of Transportation. The directory included approved business, vocational/technical, barber, cosmetology, and self-improvement schools.

The project staff met with personnel from the Illinois Office of Education, Department of Adult, Vocational, and Technical Education, and the Illinois Board of Higher Education, all of Springfield. The entire project staff met with the late H. H. Katz in Chicago for advisory purposes and to obtain endorsement and approval from the Illinois Federation of Independent Private Schools. A letter of endorsement (See Appendix A) was later received from the president of the Illinois Federation of Independent Private Schools - John J. Freeman. Mr. Katz reviewed the proposed format and content of the questionnaire (See Appendix B) which was to be sent to all resident proprietary schools in Illinois.

Questionnaires were finalized after meetings with Mr. Katz and Mr. Freeman and mailed along with the Illinois Federation of Independent Private Schools endorsement letter to 345 resident proprietary schools. Three weeks after the original questionnaire was sent, a follow-up letter (Appendix C) and a duplicate questionnaire were sent to those schools not responding to the initial request for information. A second follow-up letter (Appendix D) and duplicate questionnaire were mailed four weeks later to all remaining schools who had not yet responded. A telephone follow-up was conducted two months after the initial request for information in order to provide those schools who had not yet responded an opportunity to be included in the directory. As a result of consistent efforts of the staff, a 62 percent response was obtained. Thank you letters (Appendix E) were mailed to all schools who had participated in supplying information on their school to the project staff.

The tangible product developed from this initial phase was the Illinois Proprietary School Directory which included the following information: school name, address, and telephone number, Higher Education General

Information Survey (HEGIS) program code, Office of Education (OE) program code, accreditation, location, year of founding, admission requirements, length of programs and costs, financial aid resources, and student services. This information was compiled after careful analysis of the questionnaires and through further telephone contact with the schools. In addition, the directory included a school cross reference by HEGIS program code, an index to the OE code, and an Illinois Public Community College District Map to show location of the resident proprietary schools by the community college districts.

The directory was mailed to all public and private high schools in the state of Illinois, as well as all resident proprietary schools, C.E.T.A. agencies, veteran's office, vocational rehabilitation office. Letters accompanied each directory (See Appendices F, G, H).

Proprietary School Directory

for the State of Illinois

SIU Southern Illinois University
at Carbondale

Publication of this directory was made possible by a research grant, "Proprietary: Alternatives for Public Policy and Financial Support," funded through Part C of the Vocational Education Act of 1963, as amended. The grant was administered through the Division of Research and Demonstration, Bureau of Occupational and Adult Education, United States Office of Education.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

PROPRIETARY SCHOOL DIRECTORY FOR THE STATE OF ILLINOIS
1976 - 1977

INTRODUCTION

This directory was compiled to provide information of initial concern to prospective postsecondary students interested in vocational education programs provided by proprietary schools in the state of Illinois. It provides essential information concerning school location, telephone number, program offerings, admission requirements, accreditation, program costs, length of programs, availability of financial aid, and student services.

Proprietary schools in the state of Illinois receive approval to operate from one of the three state agencies: Illinois Office of Education, Department of Registration & Education, Office of the Secretary of State. These agencies extend approval for school operation based on a review of the school's compliance of safety and commercial standards, curriculum, staff, facilities, and financial basis. Should there be a specific question concerning any one of the schools, the appropriate approval agency or the school itself should be contacted.

In compiling this directory, the project staff made a concerted effort to locate and contact all resident proprietary schools in the state of Illinois operating postsecondary and adult education programs in the vocational areas indicated in the directory. Correspondence schools were not contacted and are not included in the directory.

Questionnaires were sent to all resident proprietary schools approved for operation by the three state agencies as of August 15, 1976. Those schools who responded to this questionnaire have been included in the directory. Every effort has been made to represent the information provided by the schools as accurately as possible.

U. S. OFFICE OF EDUCATION PROPRIETARY EDUCATION PROJECT STAFF:

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USING THE DIRECTORY

The directory contains information on 232 resident proprietary schools in the state of Illinois. The body of the directory contains an alphabetical listing of the schools with programs and pertinent information concerning each school. Included in the directory is a listing of the Higher Education General Information Survey (HEGIS), taxonomy of program identification and the Office of Education (OE), Instructional Codes and Titles.

To facilitate use of the directory, the schools are cross-indexed by the HEGIS format. This index can be used to identify schools offering a particular vocational program.

Example

> A prospective student interested in pursuing a career in barbering identifies the HEGIS code number for barbering (5599). The student enters the school index by HEGIS program and will find a listing of the proprietary schools in the state of Illinois offering barbering instruction. The student then must refer to the alphabetical listing of the schools for specific information on the school.

The user of this directory should contact the individual schools for further information concerning enrollment procedures.

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ILLINOIS PROPRIETARY SCHOOLS LISTING AND INFORMATION

(Alphabetical Order)

OE CODE	HEGIS CODE	SCHOOLS AND PROGRAMS	ACCREDITATION LOCATION FOUNDING			ADMISSION REQUIREMENTS							PROGRAM COSTS		LENGTH OF FULL-TIME PROGRAM		COURSES START		FINANCIAL AID AVAILABLE						STUDENT SERVICES		
			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Academy of Beauty Culture 5400 West Main Belleville, Illinois 62223 Phone: (618) 234-4398	X	522	1926														X	X	X	X	X	X	X	X	X
17.1602	5006	Cosmetology				X		X				X	850.	25.	38	1500	X										
17.1602	5006	Instructors				X		X					1500.	20.	24	1000	X										
		Academy of Dog Grooming R. R. 1, Taylor Road Hanna City, Illinois 61536 Phone: (309) 565-7622		514	1974																						X
04.1500	5599	Advanced Grooming and Shop						X					450.		5	120		X									
04.1500	5599	Basic Grooming						X					350.		3	90		X									
		Accurate Data School 5044 West Irving Park Road Chicago, Illinois 60641 Phone: (312) 777-1072		500	1973																X				X		
14.0202	5102	Keypunch										X	270.		9	80		X									
14.0203	5103	Computer Programming									X	X	1445.		26	435	X										
		Acme School of Bartending 5757 West 95th Street Oak Lawn, Illinois 60453 Phone: (312) 425-1136		500	1972																				X		X
17.2900	5010	Bartending						X				X	165.			40	X										
		Alberto's Institute of Cosmetology 100 S. Longwood Street Rockford, Illinois 61108 Phone: (815) 963-2227	X	511	1962														X	X	X	X	X	X	X	X	X
17.1602	5006	Cosmetology						X				X	895.			1500	X										

OE CODE	HEGIS CODE	SCHOOLS AND PROGRAMS	ACCREDITATION LOCATION FOUNDING			ADMISSION REQUIREMENTS							PROGRAM COSTS		LENGTH OF FULL-TIME PROGRAM		COURSES START		FINANCIAL AID AVAILABLE						STUDENT SERVICES		
			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Alexander's Beauty School 1340 S. Pulaski Rd. Chicago, Illinois 60623 Phone: (312) 762-1906		500	1955															X	X				X	X	X
17.1602	5006	Basic Beauty Culture										X	600.	109.	37	1500		X									
17.1602	5006	Hair Styling										X	350.			500		X									
17.1602	5006	Hair Weaving										X	350.	75.		500		X									
		Alla Mae's School of Beauty Culture 620 North Colling Joliet, Illinois 60432 Phone: (815) 722-2472		525	1961															X	X			X	X	X	X
17.1602	5006	Beauty Culture						X				X	750.			1500	X										
17.1602	5006	Advanced Hairstyling										X	90.		6		X										
17.1602	5006	Manicurist						X				X	250.		6		X										
17.1602	5006	Hair Weaving				X						X	1000.		6		X										
17.1602	5006	Teachers Training				X						X	750.			1000	X										
		Alvareita's College of Cosmetology 333 South Kansas Edwardsville, Illinois 62025 Phone: (618) 656-2593	X	536	1963														X	X	X	X		X	X	X	X
17.1602	5006	Cosmetology				X		X				X	750.		39	1540	X										
		American Floral Art School 539 South Wabash Chicago, Illinois 60605 Phone: (312) 922-9328		500	1950															X					X	X	X
04.0500	5099	Floral Design											330.		3	90	X										
		American Institute of Drafting of Chicago, Inc. 202 South State Street Chicago, Illinois 60604 Phone: (312) 427-6003		500	1967															X	X		X	X	X	X	X

OE CODE	HEGIS CODE	SCHOOLS AND PROGRAMS	ACCREDITATION LOCATION FOUNDING			ADMISSION REQUIREMENTS							PROGRAM COSTS		LENGTH OF FULL-TIME PROGRAM		COURSES START		FINANCIAL AID AVAILABLE						STUDENT SERVICES		
			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
17.1300	5304	Drafting, Architectural									X		1500.	25.		1000		X									
17.1300	5304	Drafting, Civil Engineering									X		1500.	25.		1000		X									
17.1300	5303	Drafting, Electrical-Mechanical									X		1500.	25.		1000		X									
17.1300	5303	Drafting, Structural									X		1500.	25.		1000		X									
17.1300	5303	Drafting, Structural, Steel Detailing									X		1500.	25.		1000		X									
17.1300	5303	Drafting, Elementary									X		750.	15.		500		X									
16.0106	5301	Mathematics											575.	15.		375		X									
16.0106	5301	Estimating											575.	15.		375		X									
		American Institute of Engineering and Technology 2515 North Sheffield Avenue Chicago, Illinois 60614 Phone: (312) 477-9495		500	1933															X	X			X	X	X	X
17.2306	5308	Industrial Welding						X				X	1333.	47.	26	650	X										
17.0301	5306	Auto Body & Fender Repair						X				X	1170.	52.	24	600	X										
17.0302	5306	Scientific Motor Tune-Up & Service Station Technician						X				X	1080.	60.	24	600	X										
		American Law Enforcement Academy 1701 South First Avenue Maywood, Illinois 60153 Phone: (312) 343-7450		500	1974															X				X	X		X
17.2802	5505	Security Officer				X	X	X					75.		1	30	X										
17.2802	5505	Advanced Security Officer				X	X	X				X	250.		1	40	X										
17.2802	5505	Basic Investigation Techniques				X	X	X					200.		1	40	X										
17.2802	5505	Advanced Investigation Techniques				X	X	X				X	400.		2	64	X										
17.2802	5505	Supervisor of Security				X	X	X					250.		2	80	X										
17.2802	5505	Hospital Security Officer				X	X	X					200.		2	72	X										
17.2802	5505	Preparatory for Detective License				X	X	X					500.		2	80	X										
		American Motorcycle Mechanics School 2840 North Halsted Chicago, Illinois 60657 Phone: (312) 929-0771		500	1969															X	X			X		X	X
17.0302	5306	Advanced Motorcycle Mechanic (Days)				X	X						1490.	25.	12	360	X										
17.0302	5306	Advanced Motorcycle Mechanic (Nights)											1490.	25.	30	360	X										

OE CODE	HEGIS CODE	SCHOOLS AND PROGRAMS	ACCREDITATION LOCATION FOUNDING			ADMISSION REQUIREMENTS							PROGRAM COSTS		LENGTH OF FULL-TIME PROGRAM		COURSES START		FINANCIAL AID AVAILABLE						STUDENT SERVICES		
			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		American Security Staining Institute 640 North LaSalle Chicago, Illinois 60610 Phone: (312) 944-0446		500	1976																				X		X
17.2802	5505	Basic Training for Security Officers										X	35.		1	30	X										
17.2802	5505	Advanced Securitv										X	50.		4	20	X										
		Aurora Barber College 103 South LaSalle Street Aurora, Illinois 60505 Phone: (312) 896-6161		516	1961															X	X			X	X	X	X
17.2601	5599	Barber-Stylist						X				X	1375.	220.		1872	X										
		Automation Academy, Inc. 22 West Madison Street Chicago, Illinois 60602 Phone: (301) 939-5353		500	1970																X			X	X		X
14.0202	5102	Keypunch										X	450.		14	84	X										
07.0303	5209	Nurses Aid							X			X	395.		15	90	X										
		Automotive Technical Institute 2747 West Lawrence Avenue Chicago, Illinois 60625 Phone: (312) 275-8116		500	1963															X	X			X			X
17.0302	5306	Auto Mechanics						X			X		1100.	29.	32	800	X										
17.0301	5306	Auto Body Repair & Repainting						X			X		800.	12.	32	500	X										
		Avenue Academy of Cosmetology 209 1/2 E. University Avenue Champaign, Illinois 61820 Phone: (217) 352-7833	X	505	1960														X	X	X			X	X	X	X
17.1602	5006	Cosmetology				X		X					750.	150.	50	1500	X										

OE CODE	HEGIS CODE	SCHOOLS AND PROGRAMS	ACCREDITATION LOCATION FOUNDING: ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	ADMISSION REQUIREMENTS: HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	PROGRAM COSTS: TUITION	FEES	LENGTH OF FULL-TIME PROGRAM: WEEKS	CONTACT HOURS	COURSES START: FIXED DATES	ANYTIME	FINANCIAL AID AVAILABLE: BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	STUDENT SERVICES: PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Belleville Barber College 329 North Illinois Street Belleville, Illinois 62220 Phone: (618) 234-4424		522	1960															X	X			X	X	X	X
17.2601	5599	Barber				X		X	X			X	975.	198.	47	1872	X										
		Benton's School of Hair Design & Cosmetology 121 East Pearl Street Jerseyville, Illinois 62052 Phone: (618) 498-6011	X	536	1975														X	X	X			X			X
17.1602	5006	Cosmetology						X				X	600.		36	1500	X										
		Benton's School of Hair Design & Cosmetology 623 Henry Street Alton, Illinois 62002 Phone: (618) 465-6411		536	1932														X	X	X		X	X	X		X
17.1602	5006	Beauty Culture						X				X	650.		37	1500	X										
		Beverly Hills School of Beauty Culture 9905 South Western Chicago, Illinois 60643 Phone: (312) 239-4540	X	500	1965																				X		X
17.1602	5006	Cosmetology				X		X		X			500.		15	1500	X										
		Bloomington Academy of Beauty Culture 218-220 North Center Street Bloomington, Illinois 61701 Phone: (309) 829-2308	X	700	1956														X	X	X	X		X	X		X
17.2602	5006	Basic Cosmetology				X		X					700.		38	1500	X										
17.2602	5006	Teacher Cosmetology				X		X					1000.		26	1000		X									

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		Blue Island School of Beauty Culture 12840 South Western Blue Island, Illinois 60406 Phone: (312) 388-4949		500	1959															X	X						
17.1602	5006	Beauty Culture								X		X	750.		39	1500	X										
		Broadway Beauty School 665 West Broadway Bradley, Illinois 60915 Phone: (815) 932-5049		520	1936															X	X				X	X	X
17.1602	5006	Cosmetology										X	485.	40.	36	1500	X										
		Brown's Career College 915 East Monroe Springfield, Illinois 62701 Phone: (217) 523-3129		526	1864															X	X		X	X	X	X	X
14.0303	5005	Clerical				X	X						432.		16		X										
14.0303	5005	Clerical				X	X						594.		22		X										
14.0101	5002	Senior Accounting				X	X						2430.		90		X										
14.0101	5002	Junior Accounting				X	X						1350.		50		X										
14.0702	5005	Secretarial				X	X						972.		36		X										
14.0703	5005	Stenographic				X	X						756.		28		X										
14.0701	5005	Administrative Secretarial				X	X						1728.		64		X										
14.0703	5005	Court Reporting				X	X						1620.		60		X										
		The Bryman School, Inc. 140 South Dearborn Chicago, Illinois 60603 Phone: (312) 368-4911	X	500	1961														X		X	X	X	X	X		X
07.0904	5201	Medical Assisting				X	X						2195.		28	520	X										
07.0101	5202	Dental Assisting				X	X						2195.		28	520	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Business Academics 150 North Wacker Drive Chicago, Illinois 60606 Phone: (312) 726-1118		500	1972														X	X	X		X	X		X	X
14.0200	5101	Computer Science				X	X					X	2400.		105	2675	X										
14.0101	5002	Accounting				X	X					X	2400.		105	2675	X										
14.0800	5001	Business Administration				X	X					X	2400.		105	2675	X										
14.0800	5001	Management				X	X					X	1500.		79	1800	X										
		Business Methods Institute 130 East Randolph Prudential Plaza Chicago, Illinois 60601 Phone: (312) 861-0500	X	500	1939														X	X	X		X	X	X	X	X
14.0701	5005	Executive Secretarial				X	X						2190.	150.	50	1500	X										
14.0702	5005	Legal Secretarial				X	X						2190.	150.	50	1500	X										
14.0702	5005	Medical Secretarial				X	X						2190.	150.	50	1500	X										
		Cameo School of Beauty Culture 9714 S. Cicero Avenue Oak Lawn, Illinois 60453 Phone: (312) 636-4660	X	500	1962														X	X	X				X		X
17.1602	5006	Cosmetology/Beauty Culture				X		X				X	800.	100.	40	1500	X										
		Capri Ashburn School of Beauty Culture 3728 West 79th Street Chicago, Illinois 60652 Phone: (312) 581-6081	X	500	1961														X	X	X	X	X	X	X		X
17.1602	5006	Cosmetology										X	750.			1500	X										
17.1602	5006	Teacher Training				X							400.	35.		1000	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Capri-Garfield Ridge School of Beauty Culture, Inc. 6388 West Archer Avenue Chicago, Illinois 60638 Phone: (312) 581-2130	X	500	1966														X	X				X	X		X
17.1602	5006	Basic Cosmetology										X	725.	25.	39	1500	X										
		Capri School of Beauty Culture, Inc. 2653 West 63rd Street Chicago, Illinois 60652 Phone: (312) 778-1077	X	500	1961														X	X	X			X	X		X
17.1602	5006	Cosmetology						X				X	750.		39	1500	X										
		Carroll Travel School 2200 Waukegan Road Glenview, Illinois 60025 Phone: (312) 729-9191		500	1973														X	X	X	X	X	X	X		X
04.1800	5006	Basic Travel Ed.											550.		11	60	X										
		Cele Whan Academy of Beauty, Inc. 4619 34th Street Rock Island, Illinois 61201 Phone: (309) 786-8446/9862	X	503	1962												X		X	X	X	X		X	X	X	X
17.1602	5006	Cosmetology								X		X	795.		39												
		Central Illinois Barber College 566 North Water Street Decatur, Illinois 62525 Phone: (217) 423-5449		537	1946															X	X			X			X
17.2601	5599	Barber						X				X	605.	140.	48	1872		X									

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Champaign-Urbana Barber College 309 South Niel Street Champaign, Illinois 61820 Phone: (217) 356-8936	X	505	1964															X	X						X
17.2601	5599	Barber						X				X	1273.		49	1872	X										
		Chastain Institute of Engineering Technicians 735 North Water Street P. O. Box 1587 Decatur, Illinois 62525 Phone: (217) 429-2389		537	1966															X	X			X	X	X	X
17.1300	5304	Architectural Drafting & Design						X			X	X	2990.		52	2080	X										
17.1300	5303	Drafting						X			X	X	1495.		26	1040	X										
17.1300	5303	Electronic & Electrical Drafting						X			X	X	2990.		52	2080	X										
17.0101	5310	Refrigeration						X			X	X	2070.		36	1440	X										
17.1300	5303	Technical Illustration						X			X	X	2760.		48	1920	X										
17.1300	5303	Tool Design						X			X	X	2990.		52	2080	X										
		Chicago Academy of Fine Arts 65 East South Water Street Chicago, Illinois 60601 Phone: (312) 782-1140		500	1902															X	X			X		X	X
		* $70 Per Semester Hour Full-time ** $75 Per Semester Hour Half-time																									
04.0100	5012	Advertising/Design				X						X	**				X										
17.0700	5012	Cartooning											*				X										
17.0700	5012	Fashion Illustration				X						X	*				X										
17.0700	5012	Illustration				X						X	*				X										
17.0700	5012	Fine Art				X						X	*				X										
17.0701	5012	Interior Design				X						X	*				X										
17.0900	5012	Animation/Filmmaking				X						X	*				X										
17.0900	5012	Photography				X						X	*				X										

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		Chicago College of Commerce 36 South Wabash Chicago, Illinois 60603 Phone: (312) 236-3312	X	500	1951														X	X	X	X		X	X	X	X
14.0703	5005	Court & Convention Reporting				X						X	4400.	25.	98	2450	X										
14.0701	5005	Executive/Management Secretarial				X						X	4400.	25.	98	2450	X										
14.0702	5005	Legal Secretarial				X						X	4400.	25.	98	2450	X										
14.0702	5005	Medical Secretarial				X						X	4400.	25.	98	2450	X										
		Chicago Law Enforcement School 3411 West Diversey Chicago, Illinois 60647 Phone: (312) 486-6666		500	1976																						X
17.2802	5505	Basic Training for Security Officers						X				X	35.			30	X										
		Chicago Professional College Nine West Washington Chicago, Illinois 60602 Phone: (312) 782-9887		500	1965																				X	X	X
14.0700	5005	Secretarial											1575.	30.	30	1125	X										
14.0901	5005	Clerk/Typist											945.	20.	18	965	X										
		Chicago Real Estate Board/Hall Institute 18 South Michigan Avenue #800 Chicago, Illinois 60603 Phone: (312) 236-4692		500	1974																X			X			
04.1700	5004	Real Estate Salesman Licensing Course				X	X	X					110.		10	30	X										
04.1700	5004	Real Estate Broker Licensing Courses				X	X	X				X	75.	15.	5	15	X										
04.1700	5004	Real Estate Investment Course											100		5	15	X										

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		Chicago School of Automatic Transmissions 8516 S. Commercial Avenue Chicago, Illinois 60617 Phone: (312) 734-2822		500	1954															X	X			X	X		X
17.0302	5306	Automatic Transmissions						X				X	900.	50.	18	516	X										
17.0302	5306	Automotive Mechanics						X				X	1628.	30.	35	1050	X										
17.0301	5306	Auto Body & Fender						X				X	1085.	50.	24	700	X										
17.0302	5306	Auto Tune-Ups						X				X	720.	30.	17	490	X										
		Chicago Technical College 2000 S. Michigan Avenue Chicago, Illinois 60616 Phone: (312) 225-8200		500	1904															X	X		X		X	X	X
	0901	Engineering (B.S. Degree)				X	X					X	4350.	25.	120	3000	X										
16.0106	5301	Engineering Technology (A.S. Degree)				X	X					X	2610.	25.	72	1800	X										
17.1300	5303	Drafting & Design				X	X					X	1305.	25.	36	900	X										
17.1300	5303	Drafting & Design											870.	25.	24	600	X										
16.0103	5317	Building Construction				X	X					X	1305.	25.	36	900	X										
16.0103	5317	Building Construction											870.	25.	24	600	X										
17.1300	5303	Tool Design, Die Design				X	X					X	1780.	25.	48	1200	X										
17.1300	5305	Plastics Mold Design										X	890.	25.	24	600	X										
		Chrysler Academy of Beauty Culture 206 West Market Taylorville, Illinois 62568 Phone: (217) 824-4914	X	526	1966														X	X	X	X	X	X	X	X	X
17.1602	5006	Beauty Culture				X	X						900.		38	1500	X										
		Claude Bowen & Associates, Inc. 1107 South Mannheim Suite 215-225 Westchester, Illinois 60153 Phone: (312) 345-9400		500	1957																						
	5099	Dale Carnegie Leadership Course										X	395.		14	56	X										
	5099	Dale Carnegie Sales Course										X	395.		12	48	X										
	5099	Dale Carnegie Management Seminar										X	445.		6	21	X										

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		(Continued)																									
	5099	Dale Carnegie Customer Relations										X	145.		5	13	X										
	5099	Dale Carnegie Personnel Development										X	145.		5	13	X										
		Coiffure School of Beauty Culture, Inc. 402 East Main Belleville, Illinois 62220 Phone: (618) 233-6850	X	522	1958														X	X	X	X		X	X		X
17.1602	5006	Beautician						X				X	700.		38	1500	X										
17.1602	5006	Refresher Course										X	200.		6	240	X										
17.1602	5006	Theory Instructor Course				X		X				X	750.		25	1000	X										
17.1602	5006	College Credit Cosmetology Program				X		X					430.		38	1500	X										
		The College of Advanced Traffic 22 West Madison Chicago, Illinois 60602 Phone: (312) 346-8630		500	1923															X	X		X		X	X	X
04.1900	5011	Transportation & Traffic Management				X	X						1100.	25.	104	312	X										
04.1900	5011	Transportation & Traffic Management (Days)				X	X						1100.	25.	80	500	X										
04.1900	5011	Export-Import Traffic				X	X					X	275.	25.	26	78	X										
04.1900	5011	Loss & Damage				X	X					X	275.	25.	26	78	X										
04.1900	5011	Interstate Commerce Law & Practice				X	X					X	275.	25.	26	78	X										
04.1900	5011	Transport Economics				X	X						275.	25.	26	78	X										
04.1900	5011	General Business				X	X						275.	25.	26	78	X										
04.1900	5011	Advanced Traffic Management (Days)				X	X					X	1100.	25.	20	500	X										
		College of Automation 22 West Madison Chicago, Illinois 60602 Phone: (312) 630-4141	X	500	1965														X	X	X		X	X	X		X
14.9900	5001	Assoc. in Business				X	X				X		4825.		80	1600	X										
14.0200	5101	Business Data Processing				X	X				X		1930.		32	640	X										

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		Continental Academy of Beauty Culture 660 Villa Elgin, Illinois 60120 Phone: (312) 741-7800		509	1961															X	X			X	X		
17.1602	5006	Beauty Culture						X				X	595.		40	1500	X										
		Control Data Institute 200 North Michigan Avenue Chicago, Illinois 60601 Phone: (312) 454-6888	X	500	1968														X	X	X	X		X	X		
14.0201	5103	Computer Programming & Operation				X	X				X		2950.		26	650	X										
14.0200	5103	Computer Technology				X	X				X		2950.		26	750	X										
		Cortez W. Peters Business College 1807 West 95th Street Chicago, Illinois 60643 Phone: (312) 779-6350		500	1938															X	X			X	X		X
14.0406	5005	Receptionist										X	684.		20	500		X									
14.0901	5005	Clerk Typist										X	802.		20	600		X									
14.0902	5005	Statistical Typist										X	1163.		30	900		X									
14.0202	5102	Key Punch - Clerk Typist										X	993.		20	600		X									
14.0702	5005	Secretary				X	X						1620.		40	1200		X									
14.0102	5002	Bookkeeper II				X	X						1840.		55	1375		X									
14.0703	5005	Junior Stenographer										X	1224.		30	900		X									
14.0101	5002	Accounting Clerk										X	1233.		30	900		X									
14.0303	5005	General Office				X	X						1636.		40	1200		X									
14.0703	5005	Executive Stenography				X	X						2030.		60	1500		X									
14.0101	5002	Higher Accounting & Business Admin.				X	X						2037.		60	1500		X									
		Coyne American Institute 1235 West Fullerton Avenue Chicago, Illinois 60614 Phone: (312) 935-2520	X	500	1899														X	X	X			X	X	X	X
17.1400	5310	Electrical Maintenance				X							2105.	50.	36	900	X										
17.0100	5310	Air Conditioning. Ref. & Heat.				X							2105.	50.	36	900	X										

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		(Continued)																									
17.1300	5303	Drafting				X							2105.	45.	36	900	X										
17.1502	5312	Industrial Electronics				X							2645.	113.	48	1200	X										
		**Above courses may be taken part-time, evenings.																									
		Danville Beauty School 121 1/2 North Vermilion Street Danville, Illinois 61832 Phone: (217) 442-9329		507	1947														X	X	X	X		X	X	X	X
17.1602	5006	Cosmetology										X	800.	125.	43	1500	X										
		Dearborn Beauty College 257 East Court Kankakee, Illinois 60901 Phone: (815) 939-3621		520	1941															X	X				X	X	X
17.1602	5006	Cosmetology										X	485.	40.	36	1500	X										
		Debbie's School of Beauty Culture 4132 West Madison Street Chicago, Illinois 60624 Phone: (312) 722-2727	X	500	1964														X	X	X	X		X	X	X	X
		11034 S. Michigan Avenue Chicago, Illinois 60628 Phone: (312) 785-8398		500																							
		141 E. 154th Street Harvey, Illinois 60426 Phone: (312) 333-4224		500																							
17.1602	5006	Basic Beauty Culture				X	X	X					1125.		39	1500	X										
17.1602	5006	Degree Training				X	X	X					1625.		52	1800	X										
17.1602	5006	Advanced Hair Designer Training				X	X					X	1125.		26	1000	X										
17.1602	5006	Teachers Training				X	X					X	1125.		26	1000	X										

OE CODE	HEGIS CODE	SCHOOLS AND PROGRAMS	ACCREDITATION LOCATION FOUNDING			ADMISSION REQUIREMENTS							PROGRAM COSTS		LENGTH OF FULL-TIME PROGRAM		COURSES START		FINANCIAL AID AVAILABLE						STUDENT SERVICES		
			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		DeKalb School of Beauty Culture, Inc. 213 South 4th Street DeKalb, Illinois 60115 Phone: (815) 758-8964	X	523	1965															X	X			X			X
17.1602	5006	Cosmetology										X	681.	25.	38	1500	X										
		Delos Truck Driving School 203 South Sixth Street Wood River, Illinois 62095 Phone: (618) 254-8440		536	1971																X			X	X	X	
04.1900	5501	Tractor-Trailer Truck Driver						X					800.	5.	6	210	X										
		DeMoon School of Real Estate 7026 West North Avenue Chicago, Illinois 60635 Phone: (312) 889-0400		500	1972																						
04.1700	5004	Basic Real Estate				X		X					90.			30	X										
04.1700	5004	Salesman Refresher				X		X				X	45.			15	X										
04.1700	5004	Preparation for Broker's Exam				X		X				X	175.			90	X										
04.1700	5004	Preparation for Broker's Exam				X		X				X	165.			75	X										
04.1700	5004	Preparation for Broker's Exam				X		X				X	100.			30	X										
04.1700	5004	Preparation for Broker's Exam				X		X				X	150.			60	X										
		DeVry Institute of Technology 3300 North Campbell Avenue Chicago, Illinois 60618 Phone: (312) 929-8500	X	500	1931														X	X	X	X	X	X	X	X	X
16.0108	5310	Electronics Technician				X	X				X		3590.	40.	72	1620	X										
17.1500	5310	Electronics Engineering Technology (Associate Degree)				X	X				X		5300.	40.	108	2160	X										
17.1500	0909	Electronics Engineering Technology (Bachelor's Degree)				X	X				X		7010.	40.	144	2880	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Don Robert's Beauty School, Inc. #2 P. O. Box 34 McHenry, Illinois 60050 Phone: (815) 385-2290		528	1969															X	X			X	X		X
17.1602	5006	Beauty Culture								X		X	750.	200.	36	1500	X										
		D'Or Beauty College 2444 West Devon Avenue Chicago, Illinois 60645 Phone: (312) 338-9232	X	500	1966														X	X	X	X		X	X	X	X
17.1602	5006	Cosmetology				X							1145.		37	1500	X										
		Doree School of Beauty Culture 22344 Governors Highway Richton Park, Illinois 60471 Phone: (312) 481-8778	X	500	1960															X	X			X	X		X
17.1602	5006	Cosmetology						X		X		X	900.		38	1500	X										
		Dor-Lee Beauty Academy 222-4 West Court Paris, Illinois 61944 Phone: (217) 465-5523		517	1935																			X	X		X
17.1602	5006	Basic Cosmetology						X		X		X	485.	75.	41	1500	X										
17.1602	5006	Advanced Cosmetology										X	600.		6	225		X									
		Dorothy Chrysler School of Beauty Culture 307 West Jefferson Effingham, Illinois 62401 Phone: (217) 342-2296		517	1964															X	X	X		X		X	
17.1602	5006	Basic Beauty Culture						X				X	385.		37	1500	X										
17.1602	5006	Advanced Beauty Culture										X	225.		3		X										
17.1602	5006	Beauty Culture Teacher Training										X	385.		24	1000	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		DuPage School of Real Estate 621 South Chase Street Wheaton, Illinois 60187 Phone: (312) 653-1790		502	1957															X	X				X		X
14.1700	5004	Salesman Program											85.	15.	8	32	X										
14.1700	5004	Broker's Program										X	270.	73.	24		X										
14.1700	5004	Topical Program											TBA		TBA	TBA											
		DuQuoin Beauty College 202 South Washington Street DuQuoin, Illinois 62832 Phone: (618) 542-5226	X	530	1972														X	X	X	X		X	X	X	X
17.1602	5006	Cosmetology										X	1100.		38	1500	X										
		E. Clark School of Beauty Culture 7508 South Saginaw Chicago, Illinois 60649 Phone: (312) 731-2787		500	1925																				X	X	
17.1602	5006	Beauty Culture										X	650.	650.	40	1500		X									
		Electronics Technical Institute of Illinois, Inc. 37 South Wabash Avenue Chicago, Illinois 60603 Phone: (312) 332-3727	X	500	1950														X	X	X	X		X	X	X	X
17.1503	5310	T. V. Radio & Color T. V. Repair				X	X						1650.	167.	26	650	X										
16.0108	5310	Electronics Service Technician				X	X						1650.	176.	26	650	X										
16.0108	5310	Electronics Technology				X	X						3595.	360.	50	1500	X										
16.0109	5310	Electro-Mechanical Computer Engineering				X	X						4400.	400.	72	1800	X										
17.1300	5303	Drafting Technology				X	X						1650	162.	26	650	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Elgin School of Beautv Culture 113-117 West Chicago Street Elgin, Illinois 60120 Phone: (312) 742-6611		509	1960															X	X		X	X	X	X	X
17.1602	5006	Cosmetology										X	630.	20.	40	1500	X										
		Environmental Technician Institute, Inc. 641 Madison Oak Park, Illinois 60301 Phone: (312) 638-6303		500	1970															X				X			X
17.0100	5310	Fundamentals of Air Conditioning				X	X						300.		12	72	X										
17.0100	5310	Advanced Air Conditioning Service										X	300.		12	72	X										
17.0100	5310	Residential Winter Air Conditioning				X	X						300.		12	72	X										
17.0100	5310	Air Conditioning Electricity & Controls										X	300.		12	72	X										
		Eugenie Bauerle School of Beauty Culture 10 North Clark Street Chicago 2, Illinois 60602 Phone: (312) 782-1953	X	500	1960														X	X	X	X	X	X	X		X
17.1602	5006	Beauty Culture				X							1000.		39	1500	X										
17.1602	5006	Advanced Beauty Culture										X	500.		5	150	X										
17.1602	5006	Professional Make-Up										X	1500.		31	675	X										
		Eulien Barber College 252 1/2 East 35th Street Chicago, Illinois 60616 Phone: (312) 326-3033		500	1948															X				X	X		
17.2601	5599	Barber						X	X			X	765.		47	1872		X									

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		First Business & Professional School of Wilmette 1150 Wilmette Avenue Wilmette, Illinois 60091 Phone: (312) 256-0275		500	1971																			X	X	X	X
14.0701	5005	Executive Secretarial				X	X						1500.		50		X										
14.0702	5005	Medical Secretarial				X	X						1500.		50		X										
14.0702	5005	Insurance Secretarial				X	X						1500.		50		X										
14.0702	5005	Legal Secretarial				X	X						1500.		50		X										
14.0702	5005	Technical Secretarial				X	X						1500.		50		X										
14.0702	5005	Advanced Secretarial				X	X						1500.		50		X										
14.0702	5005	Secretarial				X	X						750.		24		X										
15.0901	5005	Clerk-Typist				X	X						1125.		36		X										
		Flamingo Beauty College 220 South Main Street Jacksonville, Illinois 62650 Phone: (217) 245-4000		700	1956														X	X	X	X		X	X		X
17.2602	5006	Basic Cosmetology				X		X					1000.		38	1500	X										
17.2602	5006	Teacher Cosmetology				X		X					1500.		26	1000	X										
		Flamingo Beauty College 310 Liberty Street Peoria, Illinois 61602 Phone: (309) 676-7823	X	514	1961														X	X	X	X		X			X
		321 North Main Street Decatur, Illinois 62523 Phone: (217) 422-2000		537	1961																						
		505-07 Broadway Street Lincoln, Illinois 62656 Phone: (217) 732-6207																									
		1904 Sheridan Road Pekin, Illinois 61554 Phone: (309) 346-1447		514	1961																						

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		(Continued) 501 Hampshire Street Quincy, Illinois 62301 Phone: (217) 224-2544																									
		2332 S. MacArthur Blvd. Springfield, Illinois 62704 Phone: (217) 523-2611		526	1961																						
17.1602	5006	Cosmetology				X	X						1215.	115.	40	1540	X										
		Ford City School of Beauty 7601 South Cicero Chicago, Illinois 60652 Phone: (312) 585-2412		500	1965															X	X			X	X		X
17.1602	5006	Beautician				X							600.	200.	40	1500	X										
		Fox College 2400 West 95th Street Evergreen Park, Illinois 60642 Phone: (312) 636-7700		500	1932															X	X		X	X	X		X
14.0701	5005	Executive Assistant				X							2100.		52		X										
		Freeman's Fashion Academy 120 North Wells Street Chicago, Illinois 60606 Phone: (312) 332-2606		500	1967																X		X	X	X	X	X
17.3301	5012	Fashion Design				X	X						2520.	50.	80	960	X										
17.3301	5012	Flat Pattern Design				X	X						1512.	40.	48	576	X										
17.3301	5012	Haute Couture				X	X						1512.	40.	48	576	X										
17.3300	5012	Shoe Design				X	X						2520.	50.	80	960	X										
17.3302	5012	Tailoring Construction				X	X						1520.	40.	48	576	X										
17.3302	5012	Tailoring Construction & Design				X	X						1520.	40.	48	576	X										
17.3301	5012	Pattern Grading				X	X						1008.	35.	32	384	X										
04.0200	5012	Fashion Buying & Merchandising				X	X						2520.	50.	80	960	X										
04.0100	5012	Advertising Design				X	X						2520.	50.	80	960	X										
17.0900	5012	Fashion Photography				X	X						2520.	50.	80	960	X										
17.0700	5012	Fashion Display				X	X						2520.	50.	80	960	X										
17.0700	5012	Fashion Illustration				X	X						2520.	50.	80	960	X										

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		Gem City College 700 State Street Quincy, Illinois 62301 Phone: (217) 222-0391																									
		School of Business:	X	539	1870														X	X	X	X		X	X	X	X
14.0406	5005	Receptionist-Typist				X	X						700.	115.	24	720	X										
14.0703	5005	Stenographic				X	X						1050.	115.	36	1080	X										
14.0702	5005	Secretarial				X	X						1400.	185.	48	1440	X										
14.0702	5005	Specialized Secretarial)Legal)Medical)Executive				X	X						1750.	225.	60	1800	X										
14.0101	5001	Elementary Business & Accounting				X	X						1050.	200.	36	1080	X										
14.0101	5001	Business & Junior Accounting				X	X						1400.	250.	48	1440	X										
14.0800	5001	Business Administration				X	X						2100.	335.	72	2160	X										
14.0800	5001	Business Admin. & Higher Accounting				X	X						2800.	425.	96	2880	X										
		School of Fashion:	X		1970														X	X	X	X		X	X	X	X
04.0200	5004	Fashion Merchandising				X	X						1050.	210.	36	1440	X										
		School of Horology:	X		1888														X	X	X	X		X	X	X	X
17.2102	5399	Watchmaking & Repairing				X	X						2250.	900.	60	1800	X										
16.0699	5399	Engraving				X	X						900	175.	24	720	X										
16.0699	5399	Jewelry-Diamond Setting				X	X						900	575.	24	720	X										
		Gem City College-School of Cosmetology 119 North Sixth Street Quincy, Illinois 62301 Phone: (217) 222-6930	X	539	1936														X	X	X	X			X	X	X
17.1602	5006	Beauty Culture										X	810.	275.	36	1500	X										
		Granite City School of Beauty Culture 1815 Edison Avenue Granite City, Illinois 62040 Phone: (618) 876-5432	X	536	1966														X	X	X			X	X		X
17.1602	5006	Basic Cosmetology				X	X	X					700.			1500	X										
17.1602	5006	Refresher Beautician						X				X	200.			240	X										
17.1602	5006	Cosmetology Teacher Training						X				X	700.			1000	X										
17.1602	5006	Cosmetology Teacher Training						X				X	550.			500	X										

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		Hallrich Center for Performing Arts, Inc. Suite 117 2640 Golf Road Glenview, Illinois 60043 Phone: (312) 724-4255		500	1971																						
		General Music						X					25.		9			X									
		Keyboard Course						X					43.		9			X									
		Fretted Instruments						X					43.		9			X									
		Dance: Tap, Ballet, Acrobatics, Character																									
		Class Rate						X					25.		9			X									
		Private Rate						X					43.		9			X									
		Drama						X					25.		9			X									
		Art						X					30.		9			X									
		Hardin Business College P. O. Box 344 Jacksonville, Illinois 62651 Phone: (217) 245-8214		700	1866															X	X			X	X	X	X
14.0701	5005	Executive Secretarial				X	X						2112.		84	2100	X										
14.0702	5005	Legal Secretarial				X	X						1440.		56	1500	X										
14.0702	5005	Medical Secretarial				X	X						1440.		56	1500	X										
14.0702	5005	Regular Secretarial				X	X						1248.		48	1200	X										
14.0703	5005	Stenographic				X	X						1056.		40	1000	X										
14.0101	5002	Higher Accounting & Auditing				X	X						2976.		120	3000	X										
14.0101	5002	Business Administration & Accounting				X	X						2112.		84	2100	X										
14.0101	5002	Junior Accounting				X	X						1248.		48	1200	X										
14.0901	5005	Clerk-Typist, Receptionist				X	X						960.		36	900	X										
14.0303	5005	General Business Clerk				X	X						1248.		48	1200	X										
14.0902	5005	Dictaphone-Typist				X	X						297.		12	180	X										
14.0202	5102	Key Punch-Typist				X	X						315.		12	180	X										
		Harrington Institute of Interior Design 410 South Michigan Avenue Chicago, Illinois 60605 Phone: (312) 939-4975	X	500	1931														X	X	X	X			X	X	X
17.0701	5012	Interior Design (Day Division)				X	X						6300.	*300.		2550	X										
17.0701	5012	Interior Design (Evening Division)				X	X						2784.	*300.		612	X										
		*Includes equipment, supplies & fees.																									

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		Hi Fashion Beauty College 201 East College Jacksonville, Illinois 62650 Phone: (217) 243-3615	X	700	1961														X	X	X	X		X			X
17.1602	5006	Cosmetology				X	X						1215.	115.	40	1540	X										
		Holt's Culinary School, Inc. 521 Fulton Street Peoria, Illinois 61602 Phone: (309) 673-5252		514	1971															X	X			X	X	X	X
17.2902	5010	Chef				X	X					X	3100.	736.	72	2520	X										
17.2902	5010	Cook				X	X					X	1795.	453.	36	1260	X										
17.2900	5010	Bartender				X	X					X	265.	11.	8	32	X										
17.2902	5010	Gourmet				X	X					X	150.		8	20	X										
17.2904	5010	Waitress-Waiter				X	X					X	150.		8	32	X										
		Illinois Barber College, Inc. 2940 S. Wentworth Chicago, Illinois 60616 Phone: (312) 842-9094		500	1938															X	X				X		X
17.2601	5599	Barber										X	700.	15.	48	1872		X									
		Illinois Business & Technical School 1400 20th Street Granite City, Illinois 62040 Phone: (618) 876-3900		522	1974															X	X			X			X
14.0901	5005	Clerk-Typist				X	X						1080.	25.	24	720	X										
14.0703	5005	Clerk-Stenographer				X	X						1620.	25.	36	1080	X										
14.0701	5005	Executive Secretarial				X	X						2160.	25.	48	1440	X										
14.0101	5002	Junior Accounting				X	X						1620.	25.	36	1080	X										
14.0101	5002	Senior Accounting				X	X					X	1620.	25.	36	1080	X										
		G.E.D. Prep.											600.	25.	8	120	X										

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		Illinois Commercial College 313 East Green Street Champaign, Illinois 61820 Phone: (217) 344-0058	X	505	1930														X	X	X				X	X	X
14.0101	5002	Higher Accounting				X							1620.	25.	72	1800	X										
14.0800	5001	Business Administration				X							1620.	25.	72	1800	X										
14.0701	5005	Exective Secretarial				X							1620.	25.	72	1800	X										
14.0702	5005	Legal Secretarial				X							1620.	25.	72	1800	X										
14.0702	5005	Medical Secretarial				X							1620.	25.	72	1800	X										
14.0303	5002	General Business (Accounting)				X							1013.	25.	45	1125	X										
14.0702	5005	General Business (Secretarial)				X							1013.	25.	45	1125	X										
14.0702	5005	Secretarial				X							810.	25.	36	900	X										
14.0101	5002	Junior Accounting				X							810.	25.	36	900	X										
04.1700	5004	Real Estate															X										
14.0101	5002	C.P.A. Coaching Course										X	250.		18	81	X										
		Illinois Medical Training Centers 162 North State Street Chicago, Illinois 60601 Phone: (312) 781-8651		500	1974																X			X	X	X	X
		6699 N. W. Highway Chicago, Illinois 60601 Phone: (312) 792-1050		500																							
07.0303	5201	Ward Clerk				X	X						390.	25.	15	90	X										
07.0303	5201	Nurse Assistant										X	330.	25.	15	125	X										
07.0101	5202	Dental Assistant				X	X						1660.	25.	35	925	X										
07.0904	5201	Medical Assistant				X	X						1460.	25.	31	725	X										
07.0902	5217	EKG Technician				X	X						660.	25.	18	108	X										
14.0406	5214	Medical Receptionist				X	X						525.	25.	15	125	X										
14.0703	5214	Medical Transcription				X	X					X	590.	25.	26	166	X										
07.0907	5299	Emergency Medical Technician				X	X						560.	25.	17	165	X										
07.9900	5299	Pharmacy Technician				X	X						760.	25.	19	259	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Illinois Real Estate Academy, Inc. 1107 South Mannheim Road Westchester, Illinois 60153 Phone: (312) 345-5734		500	1974																						
04.1700	5004	Real Estate Transaction				X	X	X					95.	15.	10	30	X										
04.1700	5004	Broker's Real Estate				X	X	X					240.	15.	24	60	X										
04.1700	5004	Broker's Real Estate				X	X	X					325.	15.	40	90	X										
04.1700	5004	Refresher Course				X	X	X					45.	15.	8	16	X										
		Industrial Engineering College of Chicago 205 West Wacker Drive Chicago, Illinois 60606 Phone: (312) 782-6731		500	1938															X	X			X	X		X
16.0111	5312	Industrial Engineering Technology (Degree)				X	X						5445.	*691.	80	1980	X										
16.0111	5004	Work Measurement Specialist (Certificate)				X	X						2475.	*332.	36	900	X										
16.0111	5004	Timestudy Specialist (Certificate)				X	X						990.	*195.	15	360	X										
		*Includes both fees and materials																									
		Institute of Broadcast Arts 6620 W. Diversey Chicago, Illinois 60635 Phone: (312) 889-8885		500	1965															X	X				X	X	X
17.1501	5008	Licensed Broadcasting				X	X						1390.	200.	40	500	X										
17.1501	5008	Broadcast I				X	X						1095.	200.	24	300	X										
17.1501	5008	Broadcast II				X	X						375.	100.	12	150	X										
		Institute of Lettering and Design 202 South State Street Chicago, Illinois 60604 Phone: (312) 341-1300		500	1948															X				X	X	X	X
04.0100	5012	Showcard Writing											1500.	41.	33	1000	X										
04.0100	5012	Advertising Lettering											1500.	41.	33	1000	X										
04.0100	5012	Silk Screen Process											1500.	41.	33	1000	X										
04.0100	5012	Outdoor Sign Painting											1500.	41.	33	1000	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		The Institute for Real Estate Sales 570 Northwest Highway Des Plaines, Illinois 60016 Phone: (312) 299-8870		500	1974																				X		X
04.1700	5004	Principles of Real Estate				X	X	X					90.		10	30	X										
		Insurance School of Chicago 175 West Jackson Blvd. Chicago, Illinois 60604 Phone: (312) 427-2520		500	1969																						X
04.1300	5004	Chartered Property & Casulty Underwriter (Per each of 5 courses)											135.		32	64	X										
04.1300	5004	IIA General Insurance (Per each of 3 courses)											60.		13	26	X										
04.1300	5004	IIA Adjustor (Per each of 6 courses)											65.		13	26	X										
04.1300	5004	IIA Management (Per each of 4 courses)											65.		13	26	X										
04.1300	5004	IIA Risk Management (Per each of 3 courses)											65.		13	26	X										
04.1300	5004	IIA Underwriter (Per each of 4 courses)											65.		13	26	X										
		International Beauty Academy 146-148 North Main Street Canton, Illinois 61520 Phone: (309) 647-4224	X	534	1971														X		X	X		X	X	X	X
17.1602	5006	Cosmetology										X	850.		39		X										
		International Fabricare Institute P. O. Box 940 Joliet, Illinois 60434 Phone: (815) 727-4501																									
09.0202	5006	General Drycleaning																									
		IFI Members						X				X	500.		4		X										
		Non-IFI Members						X				X	575.		4		X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		(Continued)																									
09.0202	5004	Management																									
		IFI Members						X				X	300.		2		X										
		Non-IFI Members						X				X	350.		2		X										
09.0202	5006	Textiles, Washing & Finishing																									
		IFI Members						X				X	150.		1		X										
		Non-IFI Members						X				X	190.		1		X										
09.0202	5006	Spotting																									
		IFI Members						X				X	150.		1		X										
		Non-IFI Members						X				X	190.		1		X										
04.0202	5006	Fundamentals of Institutional Laundering																									
		IFI Members						X				X	150.		1		X										
		Non-IFI Members						X				X	190.		1		X										
09.0202	5006	Institutional Laundry Management																									
		IFI Members						X				X	150.		1		X										
		Non-IFI Members						X				X	190.		1		X										
0910202	5006	Military & Governmental Laundry Mgmt.																									
		IFI Members						X				X	300.		2		X										
		Non-IFI Members						X				X	350.		2		X										
0910202	5006	Leather & Suede																									
		IFI Members						X				X		150.		21	X										
		Non-IFI Members						X				X		190.		21	X										
09.0202	5006	Drycleaning: Acceptance to Delivery																									
		IFI Members						X				X		60.		14	X										
		Non-IFI Members						X				X		75.		14	X										
09.0202	5006	Maintenance																									
		IFI Members						X				X		190.		18	X										
		Non-IFI Members						X				X		230.		18	X										
		Ippolito School of Cosmetology 2639 North Harlem Avenue Chicago, Illinois 60635 Phone: (312) 622-8656		500	1963														X	X	X	X		X	X	X	X
17.1602	5006	Beauty Culture				X		X		X		X	950.	350.	43	1500	X										
17.1602	5006	Cosmetician										X	350.	150.	4	150	X										
17.1602	5006	Beauty Culture Teacher										X	650.		25	1000	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		(Continued)																									
17.1602	5006	Beauty Culture Teacher				X						X	650.		17	500	X										
17.1602	5006	Manicuring						X					150.		2	75	X										
		JoAnne's School of Charm & Modeling 434 West Downer Pl. Aurora, Illinois 60506 Phone: (312) 896-7945		516																					X		X
04.0800	5599	Finishing											150.		15		X										
04.0800	5599	Modeling										X	200.		16		X										
		John & Louis Beauty School 320 West Northwest Highway Arlington Heights, Illinois 60004 Phone: (312) 392-9838	X	500	1958														X	X	X	X		X	X	X	X
		48 North Broadway Aurora, Illinois 60505 Phone: (312) 896-5541		516	1959																						
17.1602	5006	Cosmetology				X	X					X	950.	200.		1500	X										
		John Robert Powers School 27 East Monroe Street Chicago, Illinois 60603 Phone: (312) 726-1404		500	1970																		X		X		X
		116 West Eastman Street Arlington Heights, Illinois 60004 Phone: (312) 394-8800		500	1975																		X		X		X
04.0800	5599	Basic Modeling/Finishing						X				X	480.		18	54	X										
04.0800	5599	Advanced Modeling										X	480.		18	54	X										
04.1800	5501	Introduction to Acting						X				X	290.		12	36	X										
04.1800	5501	Advanced Drama						X				X	290.		12	36	X										
17.2600	5599	Men's Personal Grooming						X				X	250.		10	30	X										

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		Joliet School of Beauty Culture 108 East Jefferson Joliet, Illinois 60432 Phone: (815) 726-8714	X	525	1953														X		X	X		X	X		X
17.1602	5006	Cosmetology				X							825.	50.	38	1500	X										
		Keeler Polygraph Institute 5906 North Milwaukee Avenue Chicago, Illinois 60646 Phone: (312) 774-7757	X	500	1940															X				X		X	
17.2802	5505	Instrumental Detection of Deception (Polygraph)						X				X	1000.	125.	6	260	X										
		Kemmerly Real Estate Academy 1435 Roselle Road Schaumburg, Illinois 60195 Phone: (312) 893-5990			1976																						X
04.1700	5004	Real Estate Transactions						X				X	50.	20.	8	32	X										
04.1700	5004	Contracts and Conveyancing						X				X	75.	30.	8	15	X										
04.1700	5004	Appraisal						X				X	75.	30.	8	15	X										
04.1700	5004	Financing						X				X	75.	30.	8	15	X										
04.1700	5004	Sales Brokerage						X				X	75.	30.	8	15	X										
04.1700	5004	Advanced Real Estate Principles						X				X	75.	30.	8	15	X										
		Kitzmiller Beauty College 1812 East Broadway Alton, Illinois 62002 Phone: (618) 462-6851		536	1946														X	X	X				X		X
17.1602	5006	Basic Beauty Culture					X	X				X	650.	175.	36	1500	X										
17.1602	5006	Beauty Culture Teacher				X	X	X					250.		24	1000	X										

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		LaMolo School of Beauty Culture 301 W. Main Street Freeport, Illinois 61032 Phone: (815) 232-2197		519	1963																X		X	X		X	X
17.1602	5006	Cosmetology						X				X	995.		38	1500	X										
		LaSalle School of Beauty 122 Wright Street LaSalle, Illinois 61301 Phone: (815) 223-7326	X	513	1945														X	X	X	X		X	X	X	X
17.1602	5006	Cosmetology				X	X						900.		38	1500	X										
		Lena's Artistic Beauty College 1140 West 87th Street Chicago, Illinois 60620 Phone: (312) 994-5257		500	1960																			X	X	X	
17.1602	5006	Beauty Culture										X	800.	200.	39	1500	X										
		Liberty Beauty College 316 Liberty Street Peoria, Illinois 61602 Phone: (309) 676-6602	X	514	1919															X	X			X	X		X
17.1602	5006	Basic Beauty Culture Training										X	750.		39	1500	X										
		Lincoln Barber College 653 15th Avenue East Moline, Illinois 61244 Phone: (309) 755-2805		503	1955														X	X	X			X	X	X	X
17.2601	5599	Barber						X				X	800.	15.	46	1872	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Lincoln Barber College 522 7th Street Rockford, Illinois 61104 Phone: (815) 962-3210		511	1960															X	X			X	X	X	X
17.2601	5599	Barber					X					X	750.	237.		1872	X										
		Lincoln Service, Inc. 2211 North Broadway Avenue Pekin, Illinois 61554 Phone: (309) 347-4121		514	1948																X		X	X			
14.0301	5509	Basic Offset Printing										X	295.		8	120	X										
		Lydia Adams Beauty College 7705 South Cottage Grove Avenue Chicago, Illinois 60619 Phone: (312) 783-6643		500	1936															X	X				X		X
17.1602	5006	Complete Beauty Culture Course					X	X		X			700.			1500	X										
17.1602	5006	Manicuring Course					X	X		X			200.			200	X										
17.1602	5006	Teacher Training					X	X		X			300.			500	X										
17.1602	5006	Teacher Training					X	X		X			300.			1000	X										
17.1602	5006	Advanced Hair Styling					X	X		X			250.		13		X										
		Main College of Beauty Culture 1405 North Main Street Rockford, Illinois 61103 Phone: (815) 963-6246		511	1972															X	X		X	X			X
17.1602	5006	Beauty Culture						X				X	550.	225.	38	1500	X										
		Mary Boncher Model Agency & School P. O. Box 791 Bloomington, Illinois 61701 Phone: (309) 662-5631		700	1971																X				X		X
04.0800	5599	Professional Finishing											145.		13		X										
04.0800	5599	Professional Modeling						X				X	265.		25		X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Mary Boncher Model Agency & School 116 West Main Street St. Charles, IL 60174 Phone: (312) 377-1373		509	1973																				X		X
04.0800	5599	Professional Finishing											130.	15.	13	13		X									
04.0800	5599	Professional Modeling						X				X	250.	15.	25	25		X									
		Mary Roberts School of Beauty Culture 6055 West 63rd Street Chicago, Illinois 60638 Phone: (312) 586-2238		500	1940															X					X		
17.1602	5006	Beauty Culture						X				X	350.			1500	X										
		Marycrest College. Inc. 185 North St. Joseph Avenue Kankakee, Illinois 60901 Phone: (815) 932-8724		520	1954															X	X			X	X	X	X
14.0703	5005	Clerk Steno				X	X	X			X		945.	20.	39		X										
14.0901	5005	Clerk Typist				X	X	X			X		945.	20.	39		X										
14.0303	5001	General Business				X	X	X			X		945.	20.	39		X										
14.0701	5005	Executive Secretary				X	X	X			X		1575.	20.	65		X										
14.0703	5005	Court Reporting				X	X	X			X		2520.	20.	104		X										
14.0101	5002	Junior Accounting				X	X	X			X		1260.	20.	52		X										
14.0800	5001	Business Administration & Higher Acct.				X	X	X			X		2520.	20.	104		X										
		Master Bartending Schools, Inc. 162 North State Street Chicago, Illinois 60601 Phone: (312) 34609292		500	1975																				X	X	X
04.0700	5010	Bartending						X					149.			32	X										
04.0700	5010	Cocktail Service						X					75.			18	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		McCoy Barber College 2059 East 79th Street Chicago, Illinois 60649 Phone: (312) 221-6700		500	1947															X	X				X		
17.2601	5599	Barbering										X	700.	15.	47	1872		X									
		Metropolitan School of Business 5844 North Lincoln Chicago, Illinois 60659 Phone: (312) 334-7212	X	500	1873														X	X	X	X	X	X	X	X	X
14.0801	5001	Administrative Assistant				X	X						2970.	25.	72	1800	X										
14.0101	5002	Senior Accounting				X	X						3960.	25.	96	2400	X										
14.0702	5005	Legal Secretary				X	X						2970.	25.	72	1800	X										
14.0701	5005	Executive Secretary				X	X						2970.	25.	72	1800	X										
14.0702	5005	Secretary				X	X						1980.	25.	48	1200	X										
14.0101	5002	Junior Accountant				X	X						1980.	25.	48	1200	X										
14.0703	5005	Stenographer				X	X						1320.	25.	32	800	X										
14.0901	5005	Clerk Typist				X	X						1320.	25.	32	800	X										
14.0902	5005	Typist				X	X						660.	25.	16	400	X										
14.0202	5102	Key Punch Operator				X	X						330.	25.	8	200	X										
		Mid-West Barber College 4015 S. W. Adams Street Peoria, Illinois 61605 Phone: (309) 672-9467		514	1961															X	X			X		X	X
17.2601	5599	Barber					X	X	X			X	None	5.	52	1872	X										
		Midwest Institute of Electrolysis Five South Wabash Chicago, Illinois 60603 Phone: (312) 346-1714		500	1974															X	X					X	X
17.2600	5006	Electrolysis				X	X						195.		3	90	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Midwest School of Dog Grooming, Inc. 6174 Northwest Highway Chicago, Illinois 60631 Phone: (312) 774-8559		500	1973															X	X			X	X	X	X
17.2600	5599	Basic Dog Grooming Course						X				X	700.		4	38	X										
17.2600	5599	Professional						X				X	1190.		8	38	X										
		Midwestern Broadcasting School, Inc. 228 South Wabash Avenue Chicago, Illinois 60604 Phone: (312) 922-0712		500	1935															X	X				X	X	X
14.0499	5998	Comprehensive Broadcasting				X	X						895.		13	325	X										
14.0499	5003	Radio & TV				X	X						540.		13	195	X										
		Moch Upholstering School 1001 Ohio Street P. O. Box 734 Quincy, Illinois 62301 Phone: (217) 224-1673		539	1969															X	X			X	X	X	X
17.3500	5313	Upholstering				X	X					X	4176.	*25.	104	2880	X										
17.3500	5313	Repair Shop Upholstering				X	X					X	2088.	*25.	52	1440	X										
17.3500	5313	Antique Restoring				X	X					X	2088.	*25.	52	1440	X										
17.3500	5313	Furniture Refinishing				X	X					X	1044.	*25.	26	720	X										
17.3500	5313	Furniture Repairing				X	X					X	1044.	*25.	26	720	X										
17.3500	5313	Upholstery Sewing & Trimming				X	X					X	1044.	*25.	26	720	X										
17.3500	5313	Caning and Weaving				X	X					X	522.	*25.	13	360	X										
17.3500	5313	Automobile Upholstering & Trimming				X	X					X	1566.	*25.	39	1080	X										
		*Tools & Supplies are extra.																									
		Modernistic School of Beauty Culture 1035 West Jefferson Springfield, Illinois 62702 Phone: (217) 787-1431	X	526	1931															X	X	X			X	X	X
17.1602	5006	Beauty Culturist						X				X	775.	9.	40	1500	X			X	X	X					
17.1602	5006	Beauty Culture Teacher				X	X	X					500.			500	X										
17.1602	5006	Beauty Culture Teacher				X	X	X					1000.			1000	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Moler Barber College 738 North Clark Street Chicago, Illinois 60610 Phone: (312) 649-1004 (312) 944-8506		500	1893															X	X				X		
		532 North Clark Street Chicago, Ilinois 60610 Phone: (312) 944-9632		500	1893															X	X				X		
		1557 North Milwaukee Avenue Chicago, Illinois 60622 Phone: (312) 227-9042		500	1893															X	X				X		
17.2601	5599	Barber						X				X	1000.		47	1872	X										
		Moline Beauty School 1413 5th Avenue Moline, Illinois 61265 Phone: (309) 762-6808	X	503	1959														X	X	X	X	X	X	X	X	X
17.1602	5006	Beauty Culture						X				X	522.		39	1500	X										
		Morriss Academy of Beauty Culture 4223 South Martin L. King Drive Chicago, Illinois 60653 Phone: (312) 373-6469		500	1939															X	X		X		X	X	X
17.1602	5006	Beauty Culture						X				X	650.	95.		1500	X										
17.1602	5006	Advanced Hair Styling										X	250.			160	X										
17.1602	5006	Teacher's Training				X						X	500.	30.		1000	X										
		Mr. John's School of Beauty Culture 801 North Broadway Decatur, Illinois 62521 Phone: (217) 423-8173		537	1967															X	X			X	X	X	X
17.1602	5006	Beauty Culture										X	795.		39	1500	X										
17.1602	5006	Instructor Training										X	500.		26	1000	X										
17.1602	5006	Advanced Styling & Cutting										X	125.		1	40	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Mr. Roberts School of Beauty Culture 16 West Chicago Avenue Naperville, Illinois 60540 Phone: (312) 357-3334	X	500	1976														X	X	X	X	X	X	X		X
		924 Warren Avenue Downers Grove, Illinois 60515 Phone: (312) 968-3314		500	1962																						
		533 West Front Street Wheaton, Illinois 60187 Phone: (312) 968-3314		500	1971																						
		17 East Villa Park Boulevard Villa Park, Illinois 60181 Phone: (312) 357-3334		500	1960																						
17.1602	5006	Beauty Culture						X				X	850.		39	1500	X										
		Mueller School of Beauty Culture 18 South Genesee Street Waukegan, Illinois 60085 Phone: (312) 623-3535		500	1957															X	X	X		X	X		X
17.1602	5006	Beauty Culture						X				X	795.		39	1500	X										
		Murphysboro Beauty School 1328 Manning Street Murphysboro, Illinois 62966 Phone: (618) 684-6081		530	1953																X				X	X	X
17.1602	5006	Beauty Culture						X				X	500.	130.	38	1500	X										
		National Barber College 108 North 6th Street Springfield, Illinois 62701 Phone: (217) 523-5222		526	1958															X	X			X	X	X	X
17.2601	5599	Barbering & Hairstyling						X				X	600.	350.	42	1872	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		New Fashion School of Beauty Culture 3304 North Lincoln Chicago, Illinois 60657 Phone: (312) 281-7070		500	1931															X	X				X		X
17.1602	5006	Beauty Culture						X				X	650.		40	1500	X										
17.1602	5006	Manicuring											85.			100		X									
17.1602	5006	Beauty Culture Brush-Up										X	125.			250	X										
17.1602	5006	Beauty Culture Teacher Training				X		X				X	650.			1000		X									
		New Way Barber College 1469 North Milwaukee Chicago, Illinois 60622 Phone: (312) 278-3830		500	1948															X	X			X			
17.2601	5599	Barbering						X				X	800.	211.	47	1872	X										
		Niles School of Beauty Culture 8041 Milwaukee Niles, Illinois 60648 Phone: (312) 965-8061		500	1975																						X
17.1602	5006	Beauty Culture										X	600.			1500		X									
		Northwest American School of Beauty Culture 620 Lee Street Des Plaines, Illinois 60016 Phone: (312) 296-7716	X	500	1922														X	X	X	X		X	X		
17.1602	5006	Basic Cosmetology				X		X				X	1050.	10.	40	1500	X										
17.1602	5006	Master Cosmetology				X		X				X	1300.	10.	46	1750	X										
17.1602	5006	Manicuring Course						X					85.	10.	1	40	X										
17.1602	5006	Cosmetology Teacher's Course				X							1650.	10.	64	2500	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Northwestern Business College 4959 West Belmont Avenue Chicago, Illinois 60641 Phone: (312) 777-4220	X	500	1902														X	X	X	X		X	X		X
14.0800	5001	Business Administration				X	X						2160.	360.	72	1860	X										
14.0101	5002	Executive Accounting				X	X						2160.	360.	72	1812	X										
14.0702	5005	Professional Secretarial				X	X						2160.	380.	72	1800	X										
14.9900	5001	General Business				X	X						1800.	260.	60	1500	X										
14.0702	5005	Secretarial				X	X						1800.	290.	60	1524	X										
14.0801	5001	Administrative Assistant				X	X						1440.	210.	48	1200	X										
14.0101	5002	Junior Accounting				X	X						1440.	235.	48	1200	X										
14.0703	5005	Stenographer				X	X						1440.	260.	48	1200	X										
14.0102	5002	Bookkeeping-Clerical				X	X						1440.	235.	48	1200	X										
14.0901	5005	Clerk-Typist				X	X						1080.	170.	36	900	X										
		Nu-Tek School of Beauty Culture 7943 South King Drive Chicago, Illinois 60619 Phone: (312) 723-9152	X	500	1960														X					X	X		X
17.1602	5006	Basic Beauty Culture				X	X	X					950.	130.		1500	X										
17.1602	5006	Advanced Hair Styling										X	800.	130.		250	X										
17.1602	5006	Teacher's Training										X				1000	X										
17.1602	5006	Hair Weaving						X				X	750.	130.		50	X										
17.1602	5006	Manicuring Course						X					175.	75.		40	X										
		Oak Park American School of Beauty Culture 1127 Lake Street Oak Park, Illinois 60301 Phone: (312) 848-9580	X	500	1922														X	X	X	X		X	X		X
17.1602	5006	Basic Cosmetology				X		X				X	1050.	10.	40	1500	X										
17.1602	5006	Master Cosmetology				X		X				X	1300.	10.	46	1750	X										
17.1602	5006	Manicuring Course						X					85.	10.	1	40	X										
17.1602	5006	Cosmetology Teacher's Course				X							1650.	10.	64	2500	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Oehrlein School of Cosmetology, Inc. 100 Meadow Avenue East Peoria, Illinois 61611 Phone: (309) 699-1561		514	1973															X	X		X	X			X
17.1602	5006	Cosmetology										X	900.		38		X										
		Office Training Unlimited 2835 Belvidere Road Waukegan, Illinois 60085 Phone: (312) 662-5545		500	1965														X	X	X			X	X	X	X
14.0702	5006	Private Secretary									X		1755.	25.	27	800	X										
14.0702	5006	Professional Secretary									X		1955.	25.	29	860	X										
14.0702	5006	Specializing Secretary									X		2165.	25.	34	1015	X										
14.0700	5006	Stenographer Secretary									X		1495.	25.	20	600	X										
14.0701	5006	Administrative Secretary									X		2370.	25.	52	1500	X										
14.0701	5006	Executive Secretary									X		2370.	25.	52	1500	X										
14.0406	5006	Receptionist Typist									X		985.	25.	12	355	X										
14.0901	5006	Clerical Typist									X		985.	25.	15	445	X										
14.0700	5006	Secretarial Transcriptionist									X		1165.	25.	16	475	X										
14.0703	5006	Medical Transcriptionist									X		1435.	25.	20	590	X										
14.0202	5102	Keypunch Typist									X		1065.	25.	13	395	X										
14.0202	5102	Keypunch Operator									X		396.	25.	8	80	X										
14.0202	5102	Keypunch With Typing									X		575.	25.	16	160	X										
14.0303	5006	General Office Associate									X		1440.	25.	20	595	X										
14.0102	5002	Bookkeeper									X		1455.	25.	21	640	X										
14.9900	5002	Payroll Records									X		235.	25.	3	90	X										
14.9900	5002	Credit and Collection									X		185.	25.	3	60	X										
14.0101	5002	Junior Accountant									X		1895.	25.	32	810	X										
14.0101	5002	Senior Accountant									X		2655.	25.	60	1800	X										
14.0702	5005	Secretary--Early Job Entry									X		795.	25.	10	270	X										
14.0300	5005	General Office--Early Job Entry									X		195.	25.	7	195	X										
14.0902	5005	Typist--Early Job Entry									X		375.	25.	9	150	X										
14.0703	5005	Transcriptionist--Early Job Entry									X		450.	25.	10	180	X										
14.0300	5005	Office Machines--Early Job Entry									X		375.	25.	10	150	X										

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		Omega State Institute (Omega Services, Inc.) 237 East Grand Avenue Chicago, Illinois 60611 Phone: (312) 321-9400		500	1971															X	X		X	X	X	X	X
14.0499	5008	FCC First Class License Training				X						X	785.	12.	10	200	X										
14.0499	5008	Announcing and Radio Production				X						X	785.		10	300	X										
17.2802	5505	Burglar Alarm Installation				X						X	785.		7	210	X										
		Onyx Vocational School, Inc. Six East Randolph Chicago, Illinois 60601 Phone: (312) 372-2331		500	1976																				X		X
17.2602	5006	Manicuring-Pedicuring				X	X	X					180.			60	X										
17.2602	5006	Sculptured Nails				X	X	X					240.			60	X										
17.2602	5006	Wig Care				X	X	X					180.			60	X										
		Operation Uplift, Inc. Training Center 116 South Fifth Avenue Maywood, Illinois 60153 Phone: (312) 343-3554		500	1968																			X	X		X
14.0300	5005	Curriculum Clerical Cluster				X	X	X				X	1515.	20.	13	520		X									
14.0902	5005	Word Processing Typing I & II				X	X	X				X	757.	10.	13	260		X									
14.0902	5005	Typing--Beginning				X	X	X				X		25.	6	48		X									
14.0902	5005	Business Math/Concepts				X	X	X				X	189.	4.	13	65		X									
14.0300	5005	Office Procedures				X	X	X				X	189.	12.	13	65		X									
14.0202	5102	Keypunch--Beginning				X	X	X				X		25.	6	48		X									
14.0202	5102	Keytape				X	X	X				X		25.	6	48		X									
14.0102	5002	Bookkeeping--Introduction				X	X	X				X	105.	10.	12	72	X										
17.1300	5301	Drafting I				X	X	X				X	165.	25.	12	84	X										
14.0201	5103	Computer Programming				X	X	X				X	140.	5.	12	48	X										
14.0201	5104	Computer Operations				X	X	X				X	140.	5.	12	48	X										

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		Palatine School of Beauty Culture 33 West Slade Palatine, Illinois 60067 Phone: (312) 358-1503	X	500	1969														X			X		X	X	X	
17.1602	5006	Cosmetology						X				X	650.	150.		1500	X										
		Patricia Ray Charm & Modeling School 975 Aurora Avenue Aurora, Illinois 60505 Phone: (312) 859-3444	X	516	1969																X						X
04.0800	5599	Personal Improvement & Charm						X				X	75.		12	18	X										
04.0800	5599	Professional Modeling						X				X	85.		14	21	X										
		Peoria Barber College 1315 Garden Peoria, Illinois 61602 Phone: (309) 676-8541		514	1897															X	X			X		X	X
17.2601	5599	Barber										X		126.	44	1872	X										
		Pivot Point Beauty School, Inc. 1791 West Howard Street Chicago, Illinois 60626 Phone: (312) 465-0186	X	500	1962														X	X	X	X	X	X	X	X	X
17.1602	5006	Beauty Culture				X	X	X					1850.	502.	38	1520	X										
17.1602	5006	Estetition										X	432.		4	120	X										
17.1602	5006	Advanced Training Institute										X	150.	25.		32	X										
17.1602	5006	Institute of Blk. Hair										X	150.	25.	3	120	X										
		Plano Child Development Center 5665 West Madison Street Chicago, Illinois 60644 Phone: (312) 287-6432	X	500	1972														X					X	X		X
04.0603	5212	Optometric Technician				X	X						3400.	170.	80	1048	X										

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		Pretty Girl, Inc. 17 North State Street Chicago, Illinois 61602 Phone: (312) 372-9696		500	1971																			X			X
04.0800	5599	Modeling & Self Improvement										X	395.		12	24	X										
17.2602	5599	Cosmetic Consultant										X	1352.			180	X										
		Professional Academy of Cosmetology 228 East Cleveland Street Spring Valley, Illinois 61362 Phone: (815) 664-4906		513	1973															X	X			X	X	X	X
17.1602	5006	Basic Cosmetology										X	900.		36	1500	X										
17.1602	5006	Shampooing										X	100.		6	240	X										
17.1602	5006	Manicuring										X	100.		6	240	X										
17.1602	5006	Wiggery										X	100.		6	240	X										
17.1602	5006	Salon Receptionist										X	100.		6	240	X										
17.1602	5006	Advanced Training										X	25.					X									
		Professional Bartending School, Inc. 1153 Tower Road Schaumburg, Illinois 60195 Phone: (312) 882-7900		500	1933																X				X		
		407 South Dearborn Street Chicago, Illinois 60605 Phone: (312) 427-6605		500																							
04.0700	5010	Bartending										X	150.		1		X										
04.0700	5010	Bar Management										X	40.				X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		The Quincy Technical Schools 501 North Third Street Quincy, Illinois 62301 Phone: (217) 224-0600		539	1963															X	X		X	X	X	X	X
17.1200	5307	Diesel--Automotive Mechanics				X	X					X	1765.		50	1116	X										
17.0100	5310	Aid Conditioning, Refrigeration, Heating Service				X	X					X	1765.		50	1116	X										
17.0301	5306	Body--Fender Repair & Spray Painting				X	X					X	1765.		50	1116	X										
17.2306	5308	Commercial Welding--Gas, Arc, MIG, TIG				X	X					X	1765.		50	1116	X										
17.1300	5303	Drafting & Design Technology				X	X					X	1765.		50	1116	X										
		Real Estate Education Company 500 North Dearborn Chicago, Illinois 60610 Phone: (312) 644-0475		500	1967															X	X				X		X
04.1700	5004	Basic Real Estate Transactions				X	X	X					116.		10	30	X										
04.1700	5004	Broker's Courses				X	X	X				X	75.		8	60	X										
		Real Estate Institute of America 701 Burnham Avenue Calumet City, Illinois 60409 Phone: (312) 891-2202		500	1976																				X		X
04.1700	5004	Basic Real Estate Principles & Practices				X							95.		10	30	X										
04.1700	5004	Advanced Real Estate Principles										X	145.		10	30	X										
04.1700	5004	Sales and Brokerage										X	45.		3	15	X										
04.1700	5004	Contracts & Conveyances										X	45.		3	15	X										
04.1700	5004	Appraising										X	45.		3	15	X										
04.1700	5004	Financing										X	45.		3	15	X										
04.1700	5004	Property Management										X	45.		3	15	X										
04.1700	5004	License Reinstatement										X	45.		3	15	X										
		Real Estate School of Illinois, Inc. 30 West Washington Chicago, Illinois 60602 Phone: (312) 263-3298		500	1948																						X
04.1700	5004	Appraisal				X	X	X					75.		5	15	X										
04.1700	5004	Management				X	X	X					75.		5	15	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		(Continued)																									
04.1700	5004	Property Insurance				X	X	X					75.		5	15	X										
04.1700	5004	Contracts				X	X	X					75.		5	15	X										
04.1700	5004	Insurance Brokerage				X	X	X					75.		5	15	X										
04.1700	5004	Refresher				X	X	X					75.		5	15	X										
04.1700	5004	Finance				X	X	X					75.		5	15	X										
04.1700	5004	Sales & Brokerage				X	X	X					75.		5	15	X										
04.1700	5004	Transactions				X	X	X					95.		10	30	X										
04.1700	5004	Principles				X	X	X					75.		5	15	X										
		Red Carpet Enterprises, Inc. 2214 North University Peoria, Illinois 61604 Phone: (309) 688-2532		514	1969																						X
		Money Plan										X	36.		6	9	X										
		Psycho-Cybernetics										X	80.		1	12	X										
		Dyna Group										X	265.		9	27	X										
		Regal School of Travel 12232 South Harlem Avenue Palos Heights, Illinois 60463 Phone: (312) 448-7700		500	1975																						
04.1800	5006	Travel Counseling I				X	X						299.	25.	7	42	X										
		Reus Real Estate School 17042 Prince Drive South Holland, Illinois 60473 Phone: (312) 333-5977	X	500	1972															X					X		X
14.1700	5004	Real Estate Transactions				X							85.	15.	7	42	X										
14.1700	5004	Advanced Real Estate Principles										X	45.		3	15	X										
14.1700	5004	Contracts & Conveyances										X	45.		3	15	X										
04.1700	5004	Financing										X	45.		3	15	X										
14.1700	5004	Appraisal										X	45.		3	15	X										
14.1700	5004	Sales & Brokerage										X	45.		3	15	X										
14.1700	5004	Real Estate Refresher											45.		3	15	X										
14.1700	5004	Combination Brokers										X	200.	15.	10	60	X										
14.1700	5004	Transactions & Brokers Combination										X	275.	15.	10	90	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Richland Academy of Beauty Culture 1120 West Main Mt. Vernon, Illinois 62864 Phone: (618) 244-1428	X	521	1960														X	X	X	X		X	X	X	X
17.2602	5006	Beauty Culture						X		X		X	403.		38	1500	X										
17.2602	5006	Beauty Culture Teacher						X				X	403.		26	1000	X										
		Richland Academy of Beauty Culture 601 1/2 S. Whittle Avenue Olney, Illinois 62450 Phone: (618) 244-1428		529	1973														X	X	X			X	X	X	X
17.1602	5006	Beauty Culture						X				X	575.		36	1500	X										
17.1602	5006	Beauty Culture Teacher						X				X	575.		26	1000	X										
		Ricky's School of Beauty Culture 20 Phelps Avenue Romeoville, Illinois 60441 Phone: (815) 886-4450	X	525	1969														X		X	X		X	X	X	X
17.1602	5006	Cosmetology						X				X	655.	230.		1500	X										
		Riviera School of Beauty Culture 6014 West North Avenue Chicago, Illinois 60639 Phone: (312) 237-4660	X	500	1966														X						X	X	X
17.1602	5006	Beauty Culture				X		X					988.		42	1500	X										
		Roberta Travel Training Program 133 West Wing Street Arlington Heights, Illinois 60005 Phone: (312) 595-8484		500	1974																						X
04.1800	5006	Travel Training				X		X					500.		14	84	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Rock Island Beauty College 1909 2nd Avenue Rock Island, Illinois 61201 Phone: (309) 788-4529	X	503	1962														X	X	X	X	X	X	X	X	X
17.1602	5004	Beautician						X				X	522.		39	1500	X										
		Rock Island Technical School, Inc. 202 West Second Street Milan, Illinois 61264 Phone: (309) 787-4945		503	1958															X	X			X	X	X	X
17.1300	5303	Tool Design				X	X						1695.		48	1200	X										
17.1300	5303	Die Design				X	X						1695.		48	1200	X										
17.1300	5303	Engineering Drafting				X	X						1200.		24	600	X										
17.1300	5303	Plastic Mold Design				X	X						1200.		36	900	X										
		Rockford Beauty Academy, Inc. 1133 Broadway Rockford, Illinois 61104 Phone: (815) 963-3400		511	1935															X	X			X	X		X
17.1602	5006	Cosmetology						X				X	875.	75.	36	1500	X										
		Rockford Business College, Inc. 319 West Jefferson Street Rockford, Illinois 61101 Phone: (815) 965-8616	X	511	1972														X	X	X	X		X	X		X
14.0101	5002	General Accounting				X	X						1700.	50.	48	1200	X										
14.0101	5001	Higher Accounting/Business Administration				X	X						2550.	50.	72	1800	X										
14.0101	5002	Advanced Accounting--C.P.A. Review				X	X						3400.	50.	96	2400	X										
14.0800	5001	General Business Administration				X	X						1700.	50.	48	1200	X										
04.1200	5004	Marketing and Sales Management				X	X						2550.	50.	72	1800	X										
14.0800	5001	Advanced Business Administration				X	X						3400.	50.	96	2400	X										
14.0901	5005	Clerk-Typist				X	X						1700.	50.	48	1200	X										
14.0700	5005	General Secretary/Stenographer				X	X						1700.	50.	48	1200	X										
14.0701	5005	Executive Secretary				X	X						2550.	50.	72	1800	X										
14.0702	5005	Medical Secretary				X	X						2550.	50.	72	1800	X										
14.0702	5005	Legal Secretary				X	X						2550.	50.	72	1800	X										
14.0702	5005	Advanced Secretary (C.P.S. Review)				X	X						3400.	50.	96	2400	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		(Continued)																									
17.1503	5310	T. V. Repair				X	X						1200.		16	400	X										
16.0108	5303	Electronic Drafting				X	X						1200.		24	600	X										
		Roma School of Beauty Culture 5751 South Kedzie Chicago, Illinois 60629 Phone: (312) 434-8881		500	1965																				X		X
17.1602	5006	Beauty Culture								X		X	399.			1500	X										
		Royal Poodle Grooming School 2256 West Devon Chicago, Illinois 60659 Phone: (312) 764-1750		500	1968															X			X		X		X
17.2600	5599	Professional All Breed Dog Grooming											500.	25.		250	X										
		The Sawyer School 210 North Genesee Waukegan, Illinois 60085 Phone: (312) 623-9700	X	532	1968														X		X	X		X	X	X	X
		1014 Church Street Evanston, Illinois 60201 Phone: (312) 869-1220	X	500	1967														X	X	X	X		X	X	X	X
14.0702	5006	Medical Secretary				X	X						2995.	30.	52	1500	X										
14.0702	5006	Secretary				X	X						2295.		36	900	X										
14.0703	5006	Stenographer				X	X						1695.		24	600	X										
14.0701	5006	Modern Office Assistant				X	X						1695.		24	600	X										
		Scharfenberg Beauty Academy 909 North Broadway Carlinville, Illinois 62626 Phone: (217) 854-2541	X	536	1976																			X			X
17.1602	5006	Beauty Culture						X				X	700.		38	1500		X									

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		School for Vocational Careers, Inc. 17 North Wabash Chicago, Illinois 60602 Phone: (312) 632-3219		500	1975																X			X	X		X
14.0901	5005	Clerk-Typist				X					X		1085.	45.	20	35	X										
14.0700	5005	Secretary-Stenographer				X					X		1791.	55.	32	35	X										
14.0102	5002	Bookkeeping				X					X		1085.	62.	20	35	X										
14.0702	5005	Legal Secretary				X					X		2170.	76.	40	35	X										
		Selan's System of Beauty Culture Schools 32 North State Street Chicago, Illinois 60602 Phone: (312) 782-0331 11455 South Michigan Avenue Chicago, Illinois 60628 Phone: (312) 468-0700 7229 West Lake Street River Forest, Illinois 60305 Phone: (312) 921-0808 3124 West 63rd Street Chicago, Illinois 60629 Phone: (312) 434-8100 5701 West Belmont Street Chicago, Illinois 60634 Phone: (312) 622-5115	X	500	1919														X	X	X	X		X	X	X	X
17.1602	5006	Beauty Culture						X				X	950.			1500	X										
17.1602	5006	Electrolysis											200.			90		X									
17.1602	5006	Manicuring											135.					X									
17.1602	5006	Advanced Hairstyling										X	150.		6		X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Southwest School of Business 8030 South Kedzie Chicago, Illinois 60652 Phone: (312) 456-5050		500	1962															X	X				X		
14.0701	5005	Executive Secretarial				X							990.	40.	39		X										
		Spanish American Commercial School 1579 North Milwaukee Avenue Chicago, Illinois 60622 Phone: (312) 486-0350		500	1967															X	X			X	X		X
14.0203	5103	Computer Programming				X	X	X					975.	125.	15	525	X										
14.0202	5102	Key-Punching						X				X	375.	45.	10	150		X									
14.0902	5005	Typing						X					475.	45.	12	420		X									
14.0902	5005	English as a Second Language						X					390.	45.	23	400	X										
14.0102	5002	Bookkeeping				X	X	X					1200.	125.	15	525	X										
14.0703	5005	Shorthand				X	X	X					1200.	125.	15	525	X										
14.0703	5005	Spanish						X					780.	75.	23	400	X										
		Spanish American Needle Trade School 1579 North Milwaukee Avenue Chicago, Illinois 60622 Phone: (312) 486-0350		500	1968															X	X			X	X		X
17.3300	5313	Cutting, Sewing & Confection Method										X	475.	45.	9	275	X										
17.0100	5310	Refrigeration & Air Conditioning										X	975.	125.	33	1000	X										
		Sparks College 131 South Morgan Street Shelbyville, Illinois 62565 Phone: (217) 774-5112	X	517	1908														X	X	X	X			X	X	X
14.0703	5005	Stenographer				X	X						900.	10.	41	1094	X										
14.0702	5005	Secretary				X	X						1080.	10.	48	1280	X										
14.0701	5005	Executive Secretary				X	X						1800.	10.	81	2133	X										
14.0101	5002	Junior Accounting Course				X	X						900.	10.	41	1094	X										
14.0101	5002	Higher Accounting Course				X	X						1800.	10.	81	2160	X										
14.0303	5001	General Business Training				X	X						1620.	10.	73	1920	X										
14.0703	5005	Court Reporter				X	X						1350.	10.	60	1600	X										

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		Stephen's Academy of Beauty Culture 702 East Lake Street Peoria Heights, Illinois 61614 Phone: (309) 688-8741	X	514	1969														X	X	X	X		X			X
17.1602	5006	Cosmetologist						X				X	795.	200.	36	1500	X										
		Sterling Cosmetology School, Inc. 1608 1/2 Fifth Avenue Moline, Illinois 61265 Phone: (309) 762-9431	X	503	1957														X	X	X	X		X	X	X	X
17.1602	5006	Cosmetology								X		X	522.			1500	X										
		Sterling School of Beauty Culture, Inc. 211 East Third Street Sterling, Illinois 61081 Phone: (815) 625-0247	X	506	1945														X	X	X	X		X	X	X	X
17.1602	5006	Cosmetology										X	900.		38	1500	X										
		Streator School of Beauty Culture 102 West Main Street Streator, Illinois 61364 Phone: (815) 672-4802		513	1965																X			X	X		
17.1602	5006	Cosmetology										X	600.		36	1500	X										
		Superior School of Auctioneering, Inc. P. O. Box 1281 Decatur, Illinois 62525 Phone: (217) 877-3253		537	1962																						X
04.0800	5004	Auctioneer						X					250.		2		X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Taxes Unlimited Schools 105 East Galena Aurora, Illinois 60504 Phone: (312) 859-1715		516	1973																				X		
14.0100	5001	Basic Tax Preparation				X							100.	25.	12	72	X										
14.0100	5001	Advanced Tax Preparation										X	100.	25.	12	36	X										
14.0100	5001	Seminars												35.		8	X										
		Taylor Business Institute 203 North Wabash Chicago, Illinois 60601 Phone: (312) 346-5471	X	500	1969														X		X			X	X	X	X
14.0702	5005	Medical Secretarial				X						X	2160.	25.	36	900	X										
14.0700	5005	Secretarial				X						X	2160.	25.	36	900	X										
14.0901	5005	Clerk Typist				X						X	1750.	25.	26	660	X										
14.0703	5005	Stenographic				X						X	1750.	25.	26	660	X										
		Thorsen School of Real Estate 1225 West 22nd Street Oak Brook, Illinois 60521 Phone: (312) 887-5980		500	1973															X				X			X
04.1700	5004	Real Estate Transactions				X	X	X					100.		10	30	X										
04.1700	5004	Sales & Brokerage				X	X	X					50.		5	15	X										
04.1700	5004	Advanced Principles & Practice				X	X	X					50.		5	15	X										
04.1700	5004	Contracts & Conveyances				X	X	X					50.		5	15	X										
04.1700	5004	Appraising				X	X	X					50.		5	15	X										
04.1700	5004	Financing				X	X	X					50.		5	15	X										
		Trainco, Inc. 53 West Jackson Chicago, Illinois 60604 Phone: (312) 939-3317		500	1970																X			X	X	X	X
04.1900	5501	Truck Driver Training (Tractor-Trailer)						X				X	1980.	5.	6	240	X										
04.0901	5005	Clerk-Typist						X				X	990.		15	600	X										

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			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Travel Agency Career Training 301 157th Street Calumet City, Illinois 60409 Phone: (312) 862-8360		500	1974																				X		X
04.1800	5006	Travel Agency Career Training				X	X	X					795.	25.	10	60	X										
		Trend International Beauty College 104 South Morrison Collinsville, Illinois 62234 Phone: (618) 344-9820	X	601	1968														X	X	X	X	X	X	X		X
17.1602	5006	Cosmetology I				X	X					X	800.	10.	38	1500	X										
17.1602	5006	Cosmetology II										X	675.	10.	38	1500	X										
17.1602	5006	Cosmetology III				X	X					X	700.	10.	38	1500	X										
		Tri-County Beauty Academy, Inc. 610 North State Street Litchfield, Illinois 62056 Phone: (217) 324-9062	X	526	1970														X	X	X	X		X	X		X
17.1602	5006	Basic Cosmetology				X	X					X	700.	10.	36	1500	X										
17.1602	5006	High School Vocational Cosmetology										X	700.		62	1500	X										
17.1602	5006	Instructor's Training				X		X				X	600.		24	1000	X										
17.1602	5006	Brush-Up Training										X	200.		6	240	X										
		Tri-Faith Training Program 1020 South Wabash Avenue Chicago, Illinois 60605 Phone: (312) 922-4200		500	1973																			X	X		X
14.0301	5009	Offset Pressman Training Program						X				X			16	600	X										
14.0703	5005	Stenographic Training				X	X					X			30	1050	X										
14.0901	5005	Clerk-Typist Training				X						X			20	700	X										

OE CODE	HEGIS CODE	SCHOOLS AND PROGRAMS	ACCREDITATION LOCATION FOUNDING			ADMISSION REQUIREMENTS							PROGRAM COSTS		LENGTH OF FULL-TIME PROGRAM		COURSES START		FINANCIAL AID AVAILABLE						STUDENT SERVICES		
			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Twin Cities School of Cosmetology 1221 Broadway Mattoon, Illinois 61938 Phone: (217) 235-1301	X	517	1963														X	X	X	X	X		X		X
17.1602	5006	Cosmetology				X							650.		36	1500	X										
17.1602	5006	Teacher Training				X						X	375.			1000	X										
17.1602	5006	Brush-Up										X	150.			240	X										
		Unique Beauty School 3908 State Street Chicago, Illinois 60609 Phone: (312) 924-4900		500	1934															X	X				X		X
17.1602	5006	Beauty Culture								X		X	650.	295.		1500	X										
17.1602	5006	Teacher Training				X							650.	55.		1000	X										
17.1602	5006	Hair Weaving										X	650.	125.	6		X										
17.1602	5006	Manicuring											100.	45.	6		X										
17.1602	5006	Advanced Hairstyling										X	350.	55.		300	X										
17.1602	5006	Brush-Up										X	350.			250	X										
		United States School of Law Enforcement 320 North Michigan Avenue Chicago, Illinois 60601 Phone: (312) 346-6820	X	500	1974														X	X	X		X				X
16.0605	5505	Security Technology (Certificate)										X	1500.	80.	32	1000	X										
16.0605	5505	Security Technology (A.A.S.)										X	3000.	80.	64	2000	X										
16.0605	5505	Investigations Technology (Certificate)										X	1500.	80.	32	1000	X										
16.0605	5505	Investigations Technology (A.A.S. Degree)										X	3000.	80.	64	2000	X										
16.0605	5505	Basic Security										X	50.		1	30	X										
		Universe Beauty School 4738 North Kedzie Chicago, Illinois 60625 Phone: (312) 539-4394		500	1973																				X	X	X
17.1602	5006	Complete Beauty Culture				X	X						750.	50.	38	1500	X										

OE CODE	HEGIS CODE	SCHOOLS AND PROGRAMS	ACCREDITATION LOCATION FOUNDING			ADMISSION REQUIREMENTS							PROGRAM COSTS		LENGTH OF FULL-TIME PROGRAM		COURSES START		FINANCIAL AID AVAILABLE						STUDENT SERVICES		
			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		University of Barber Styling 924 West Jefferson Street Joliet, Illinois 60436 Phone: (815) 725-2225		525	1971															X	X			X	X	X	X
17.2601	5599	Barber-Stylist						X				X	1375.	220.		1872	X										
		University Beauty School 417 1/2 North Main Bloomington, Illinois 61701 Phone: (309) 829-2938		600	1930																			X	X		X
17.1602	5006	Beauty Culture						X				X	600.	75.	39	1500	X										
		Vocational Skill/Training Center 417 East 47th Street Chicago, Illinois 60653 Phone: (312) 538-7979		500	1975																X			X	X		X
14.0303	5001	Clerical Unit						X					995.		25	625	X										
17.0302	5306	Auto Mechanics						X					1183.		25	625	X										
17.0303	5306	Auto Body & Fender						X					1323.		25	625	X										
17.0301	5306	G.E.D.						X					- 0 -				X										
		Vogue Academy of Beauty Culture, Inc. 2800 North Milwaukee Avenue Chicago, Illinois 60618 Phone: (312) 384-4500	X	500	1941														X	X	X	X	X	X		X	X
17.1602	5006	Beauty Culture				X	X						1250.		40	1500	X										
17.1602	5006	Advanced Hairstyling										X	650.		7	250	X										
17.1602	5006	Teacher Training				X	X					X	1250.		27	1000	X										

OE CODE	HEGIS CODE	SCHOOLS AND PROGRAMS	ACCREDITATION LOCATION FOUNDING			ADMISSION REQUIREMENTS							PROGRAM COSTS		LENGTH OF FULL-TIME PROGRAM		COURSES START		FINANCIAL AID AVAILABLE						STUDENT SERVICES		
			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Walton School of Commerce 180 North LaSalle Street Chicago, Illinois 60601 Phone: (312) 372-4579		500	1910															X	X		X	X	X	X	X
14.0101	0502	Accounting (Bachelor of Science Degree)				X	X						*		132	2057	X										
		Associate Degree Programs:																									
14.0101	5002	Accounting				X	X						*		44	583	X										
14.0800	5001	Business Administration				X	X						*		44	583	X										
14.0200	5103	Computer Systems				X	X						*		44	583	X										
14.0700	5005	Secretarial Sciences				X	X						*		44	583	X										
14.0800	5005	Legal Administration				X	X						*		44	538	X										
		Certificate Programs:																									
14.0303	5002	Accounting Clerk											*		22	165	X										
14.0303	5002	Jr. Accounting Clerk											*		16	480	X										
14.0102	5002	Bookkeeping											*		22	176	X										
14.0101	5002	Cost Accounting											*		22	176	X										
14.0101	5002	Tax Accounting											*		22	176	X										
14.0800	5002	Para-legal Assistant											*		33	330	X										
14.0101	5002	CPA Review											*		22	99	X										
14.0703	5002	Court Reporting											*		36	1342	X										
14.0703	5002	Medical Transcription											*		33	374	X										
14.0302	5002	Medical Records											*		33	352	X										
14.0902	5002	Medical Typist											*		22	176	X										
14.0406	5002	Medical Receptionist											*		22	198	X										

*Quarter length = 11 weeks
Full time course load = 15-18 hours
Tuition cost: 15-18 hours = $425
1-14 hours = $35/hour
19 & up = $425 plus
$35/hour over
18 hours

OE CODE	HEGIS CODE	SCHOOLS AND PROGRAMS	ACCREDITATION LOCATION FOUNDING			ADMISSION REQUIREMENTS							PROGRAM COSTS		LENGTH OF FULL-TIME PROGRAM		COURSES START		FINANCIAL AID AVAILABLE						STUDENT SERVICES		
			ACCREDITED BY NATIONAL AUTHORITY	COMMUNITY COLLEGE DISTRICT	DATE OF FOUNDING	HIGH SCHOOL DIPLOMA	GED CERTIFICATE	AGE	HEALTH CERTIFICATE	MARRIAGE CERTIFICATE	ENTRANCE EXAMINATION	OTHERS	TUITION	FEES	WEEKS	CONTACT HOURS	FIXED DATES	ANYTIME	BEOG OR SEOG	GI BILL	DVR OR SOCIAL SECURITY	STATE GUARANTEED LOAN	DEFERRED PAYMENT	OTHER FINANCIAL AID	PLACEMENT SERVICE	HOUSING INFORMATION	PERSONAL COUNSELING
		Waukegan School of Cosmetology 209 Madison Waukegan, Illinois 60085 Phone: (312) 244-5600		532	1964																X		X	X	X		X
17.1602	5006	Basic Cosmetology								X		X	650.	200.	43	1500	X										
17.1602	5006	Brush-Up Course										X	325.	125.	6	225	X										
17.1602	5006	Advanced Training on Each Subject										X	25.			3	X										
		Weeden's Barber College 1152 N. Milwaukee Chicago, Illinois 60622 Phone: (312) 235-6575		500	1880															X	X			X	X		
17.2601	5599	Barber						X				X	800.	132.	48	1872	X										
		Westmont School of Beauty Culture 4033 West 63rd Street Chicago, Illinois 60638 Phone: (312) 585-7498		500	1975																						X
17.1602	5006	Cosmetology				X							635.	200.	38	1500	X										
		Wilton School of Cake Decorating 833 West 115 Street Chicago, Illinois 60643 Phone: (312) 785-1144		500	1948																					X	X
17.2901	5599	Master Class										X	300.		2	50	X										
17.2901	5599	Advanced Class										X	400.		2	80	X										
		Worsham College of Mortuary Science 515 North Dearborn Chicago, Illinois 60610 Phone: (312) 527-5756	X	500	1911															X	X	X	X	X	X	X	X
07.0909	5299	Mortuary Science										X	2000.	200.	48	1200	X										

HIGHER EDUCATION GENERAL INFORMATION SURVEY (HEGIS) CODE

HEGIS Program Categories

School Index by HEGIS Program

HIGHER EDUCATION GENERAL INFORMATION SURVEY CODE

PROGRAM CATEGORIES 5000-5500
(Generally less than bachelor degree level programs)

HEGIS Code		Program Discipline
5000		BUSINESS and COMMERCE TECHNOLOGIES
	5001	Business and Commerce Technologies, General
	5002	Accounting Technologies
	5003	Banking and Finance Technologies
	5004	Marketing, Distribution, Purchasing, Business, and Industrial Management Technologies
	5005	Secretarial Technologies (include Office Machines Training)
	5006	Personal Service Technologies (Stewardess, Cosmetologist, etc.)
	5007	Photography Technologies
	5008	Communications and Broadcasting Technologies (Radio/TV, Newspapers)
	5009	Printing and Lithography Technologies
	5010	Hotel and Restaurant Management Technologies
	5011	Transportation and Public Utility Technologies
	5012	Applied Arts, Graphic Arts, and Fine Art Technologies (includes Advertising Design)
	5099	Other, Specify

HEGIS Code		Program Discipline
5100		DATA PROCESSING TECHNOLOGIES
	5101	Data Processing Technologies, General
	5102	Key Punch Operator and Other Input Preparation Technologies
	5103	Computer Programmer Technologies
	5104	Computer Operator and Peripheral Equipment Operation Technologies
	5105	Data Processing Equipment Maintenance Technologies
	5199	Other, Specify
5200		HEALTH SERVICES and PARAMEDICAL TECHNOLOGIES
	5201	Health Services Assistant Technologies, General
	5202	Dental Assistant Technologies
	5203	Dental Hygiene Technologies
	5204	Dental Laboratory Technologies
	5205	Medical or Biological Laboratory Assistant Technologies
	5206	Animal Laboratory Assistant Technologies

HEGIS Code	Program Discipline	
	5207	Radiologic Technologies (X-Ray, etc.)
	5208	Nursing, R.N. (less than 4-year program)
	5209	Nursing, Practical (L.P.N. or L.V.N. less than 4-year program)
	5210	Occupational Therapy Technologies
	5211	Surgical Technologies
	5212	Optical Technologies (include Ocular Care, Ophthalmic, Optometric Technologies)
	5213	Medical Record Technologies
	5214	Medical Assistant and Medical Office Assistant
	5215	Inhalation Therapy Technologies
	5216	Psychiatric Technologies (include Mental Health Aide Programs)
	5217	Electro Diagnostic Technologies (include E.K.G., E.E.G., etc.)
	5218	Institutional Management Technologies (Rest Home, etc.)
	5219	Physical Therapy Technologies
	5299	Other, Specify
5300	MECHANICAL and ENGINEERING TECHNOLOGIES	
	5301	Mechanical and Engineering Technologies, General
	5302	Aeronautical and Aviation Technologies
	5303	Engineering Graphics (Tool and Machine Drafting and Design)
	5304	Architectural Drafting Technologies
	5305	Chemical Technologies (include Plastics)
	5306	Automotive Technologies
	5307	Diesel Technologies
	5308	Welding Technologies
	5309	Civil Technologies (Surveying, Photogrammetry, etc.)
	5310	Electronics and Machine Technologies (TV, Appliance, Office Machine Repair, etc.)
	5311	Electromechanical Technologies
	5312	Industrial Technologies
	5313	Textile Technologies
	5314	Instrumentation Technologies
	5315	Mechanical Technologies
	5316	Nuclear Technologies
	5317	Construction and Building Technologies (Carpentry, Electrical Work, Plumbing, Sheet Metal, Air Conditioning, Heating, etc.)
	5399	Other, Specify
5400	NATURAL SCIENCE TECHNOLOGIES	
	5401	Natural Science Technologies, General
	5402	Agriculture Technologies (include Horticulture)
	5403	Forestry and Wildlife Technologies (include Fisheries)
	5404	Food Services Technologies
	5405	Home Economics Technologies
	5406	Marine and Oceanographic Technologies
	5407	Laboratory Technologies, General
	5408	Sanitation and Public Health Inspection Technologies (Environmental Health Technologies
	5499	Other, Specify

HEGIS Code	Program Discipline	
5500	PUBLIC SERVICE RELATED TECHNOLOGIES	
	5501	Public Service Technologies, Teneral
	5502	Bible Study or Religion-Related Occupations
	5503	Education Technologies (Teacher Aide and 2-year Teacher Training Programs)
	5504	Library Assistant Technologies
	5505	Police, Law Enforcement, Corrections Technologies
	5506	Recreation and Social Work Related Technologies
	5507	Fire Control Technology
	5508	Public Administration and Management Technologies
	5599	Other, Specify
5600	ARTS AND SCIENCES (non-occupational)	

HIGHER EDUCATION GENERAL INFORMATION SURVEY CODE

SCHOOL INDEX

HEGIS Code — HEGIS Title & Institution Where Available

5000 BUSINESS and COMMERCE TECHNOLOGIES

5001 BUSINESS and COMMERCE TECHNOLOGIES, GENERAL

Business Academics
College of Automation
Gem City College
Illinois Commercial College
Marycrest College, Inc.
Metropolitan School of Business
Northwestern Business College
Rockford Business College, Inc.
Sparks College
Taxes Unlimited Schools
Vocational Skill/Training Center
Walton School of Commerce

5002 ACCOUNTING TECHNOLOGIES

Brown's Career College
Business Academics
Cortez W. Peters Business College
Hardin Business College
Illinois Business & Technical School
Illinois Commercial College
Marycrest College, Inc.
Metropolitan School of Business
Northwestern Business College

HEGIS Code — HEGIS Title & Institution Where Available

Operation Uplift, Inc. Training Center
Rockford Business College, Inc.
School for Vocational Careers, Inc.
Spanish American Commercial School
Sparks College
Walton School of Commerce

5003 BANKING and FINANCE TECHNOLOGIES

5004 MARKETING, DISTRIBUTION, PURCHASING, BUSINESS, and INDUSTRIAL MANAGEMENT TECHNOLOGIES

Chicago Real Estate Board/Hall Institute
De Moon School of Real Estate
DuPage School of Real Estate
Gem City College
Illinois Commercial College
Illinois Real Estate Academy, Inc.
Industrial Engineering College of Chicago
International Fabricare Institute
Insurance School of Chicago
Kemmerly Real Estate Academy
Operation Uplift, Inc. Training Center
Real Estate Education Company
Real Estate School of Illinois, Inc.
Reus Real Estate School
Rockford Business College, Inc.

HEGIS Code	HEGIS Title & Institution Where Available
	Superior School of Auctioneering, Inc.
	Thorsen School of Real Estate
5005	SECRETARIAL TECHNOLOGIES
	Brown's Career College
	Business Methods Institute
	Chicago College of Commerce
	Cortez W. Peters Business College
	First Business & Professional School of Wilmette
	Gem City College
	Illinois Business & Technical School
	Marycrest College, Inc.
	Metropolitan School of Business
	Northwestern Business College
	Operation Uplift, Inc, Training Center
	School for Vocational Careers, Inc.
	Southwest School of Business
	Spanish American Commercial School
	Sparks College
	Taylor Business Institute
	Trainco, Inc.
	Tri-Faith Training Program
	Walton School of Commerce
5006	PERSONAL SERVICE TECHNOLOGIES
	Academy of Beauty Culture
	Alberto's Institute of Cosmetology
	Alexander's Beauty School
	Alla Mae's School of Beauty Culture
	Alvareita's College of Cosmetology
	Avenue Academy of Cosmetology
	Benton's School of Hair Design & Cosmetology (Alton)
	Benton's School of Hair Design & Cosmetology (Jerseyville)
	Beverly Hills School of Beauty Culture
	Bloomington Academy of Beauty Culture
	Blue Island School of Beauty Culture
	Broadway Beauty School
	Cameo School of Beauty Culture
	Capri Ashburn School of Beauty Culture
	Capri-Garfield Ridge School of Beauty Culture, Inc.
	Cele Whan Academy of Beauty, Inc.
	Chrysler Academy of Beauty Culture
	Coiffure School of Beauty Culture, Inc.
	Continental Academy of Beauty Culture
	Danville Beauty School
	Dearborn Beauty College
	Debbie's School of Beauty Culture
	DeKalb School of Beauty Culture, Inc.
	Don Robert's Beauty School, Inc.
	D'Or Beauty College
	Doree School of Beauty Culture
	Dor-Lee Beauty Academy
	Dorothy Chrysler School of Beauty Culture
	DuQuoin Beauty College
	E. Clark School of Beauty Culture
	Elgin School of Beauty Culture
	Eugenie Bauerle School of Beauty Culture
	Flamingo Beauty College
	Flamingo Beauty College (Jacksonville)
	Ford City School of Beauty
	Gem City College - School of Cosmetology
	Granite City School of Beauty Culture
	Hi Fashion Beauty College

HEGIS Code HEGIS Title & Institution Where Available

International Beauty Academy
International Fabricare Institute
Ippolito School of Cosmetology
John & Louis Beauty School
Joliet School of Beauty Culture
Kitzmiller Beauty College
LaMolo School of Beauty Culture
LaSalle School of Beauty
Lena's Artistic Beauty College
Liberty Beauty College
Lydia Adams Beauty College
Main College of Beauty Culture
Mary Roberts School of Beauty Culture
Midwest Institute of Electrolysis
Modernistic School of Beauty Culture
Moline Beauty School
Morriss Academy of Beauty Culture
Mr. John's School of Beauty Culture
Mr. Roberts School of Beauty Culture
Mueller School of Beauty Culture
Murphysboro Beauty School
New Fashion School of Beauty Culture
Niles School of Beauty Culture
Northwest American School of Beauty Culture
Nu-Tek School of Beauty Culture
Oak Park American School of Beauty Culture
Oehrlein School of Cosmetology, Inc.
Onyx Vocational School, Inc.
Palatine School of Beauty Culture
Pivot Point Beauty School, Inc.
Professional Academy of Cosmetology
Regal School of Travel
Richland Academy of Beauty Culture

HEGIS Code HEGIS Title & Institution Where Available

Ricky's School of Beauty Culture
Riviera School of Beauty Culture
Roberta Travel Training Program
Rockford Beauty Academy, Inc.
Rock Island Beauty College
Roma School of Beauty Culture
The Sawyer School
Scharfenberg Beauty Academy
Selan's System of Beauty Culture
Stephen's Academy of Beauty Culture
Sterling Cosmetology School, Inc.
Sterling School of Beauty Culture, Inc.
Streator School of Beauty Culture
Travel Agency Career Training
Trend International Beauty College
Tri-County Beauty Academy, Inc.
Twin Cities School of Cosmetology
Unique Beauty School
Universe Beauty School
University Beauty School
Vogue Academy of Beauty Culture, Inc.
Waukegan School of Cosmetology
Westmont School of Beauty Culture

5007 PHOTOGRAPHY TECHNOLOGIES

Chicago Academy of Fine Arts

5008 COMMUNICATIONS and BROADCASTING TECHNOLOGIES

Institute of Broadcast Arts
Midwestern Broadcasting School, Inc.
Omega State Institute (Omega Services, Inc.)

HEGIS Code HEGIS Title & Institution Where Available

5009 PRINTING and LITHOGRAPHY TECHNOLOGIES

Lincoln Service, Inc.
Tri-Faith Training Program

5010 HOTEL and RESTAURANT MANAGEMENT TECHNOLOGIES

Acme School of Bartending
Holt's Culinary School, Inc.
Master Bartending Schools, Inc.
Professional Bartending School, Inc.

5011 TRANSPORTATION and PUBLIC UTILITY TECHNOLOGIES

The College of Advanced Traffic

5012 APPLIED ARTS, GRAPHIC ARTS, and FINE ARTS TECHNOLOGIES

Chicago Academy of Fine Arts
Freeman's Fashion Academy
Harrington Institute of Interior Design
Institute of Lettering and Design

5099 OTHER

American Floral Art School
Claude Bowen & Associates, Inc.
Wilton School of Cake Decorating

HEGIS Code HEGIS Title & Institution Where Available

5100 DATA PROCESSING TECHNOLOGIES

5101 DATA PROCESSING TECHNOLOGIES, GENERAL

Business Academics
College of Automation

5102 KEY PUNCH OPERATOR AND OTHER INPUT PREPARATION TECHNOLOGIES

Accurate Data School
Automation Academy, Inc.
Cortez W. Peters Business College
Hardin Business College
Metropolitan School of Business
Operation Uplift, Inc. Training Center
Spanish American Commercial School

5103 COMPUTER PROGRAMMER TECHNOLOGIES

Accurate Data School
Control Data Institute
Operation Uplift, Inc. Training Center
Spanish American Commercial School
Walton School of Commerce

5104 COMPUTER OPERATOR and PERIPHERAL EQUIPMENT OPERATION TECHNOLOGIES

Operation Uplift, Inc. Training Center

HEGIS Code	HEGIS Title & Institution Where Available
	5105 DATA PROCESSING EQUIPMENT MAINTENANCE TECHNOLOGIES
	5199 OTHER
5200	HEALTH SERVICES and PARAMEDICAL TECHNOLOGIES
	5201 HEALTH SERVICES ASSISTANT TECHNOLOGIES, GENERAL The Bryman School, Inc. Illinois Medical Training Centers
	5202 DENTAL ASSISTANT TECHNOLOGIES The Bryman School, Inc. llinois Medical Training Centers
	5203 DENTAL HYGIENE TECHNOLOGIES
	5204 DENTAL LABORATORY TECHNOLOGIES
	5205 MEDICAL or BIOLOGICAL LABORATORY ASSISTANT TECHNOLOGIES
	5206 ANIMAL LABORATORY ASSISTANT TECHNOLOGIES
	5207 RADIOLOGIC TECHNOLOGIES
	5208 NURSING, R.N.
	5209 NURSING, PRACTICAL
	5210 OCCUPATIONAL THERAPY TECHNOLOGIES
	5211 SURGICAL TECHNOLOGIES
	5212 OPTICAL TECHNOLOGIES Plano Child Development Center
	5213 MEDICAL RECORD TECHNOLOGIES
	5214 MEDICAL ASSISTANT and MEDICAL OFFICE ASSISTANT TECHNOLOGIES Illinois Medical Training Centers
	5215 INHALATION THERAPY TECHNOLOGIES
	5216 PSYCHIATRIC TECHNOLOGIES

HEGIS Code — HEGIS Title & Institution Where Available

5217 ELECTRO DIAGNOSTIC TECHNOLOGIES

Illinois Medical Training Centers

5218 INSTITUTIONAL MANAGEMENT TECHNOLOGIES

5219 PHYSICAL THERAPY TECHNOLOGIES

5299 OTHER

Automation Academy, Inc.
Illinois Medical Training Centers
Worsham College of Mortuary Science

5300 MECHANICAL and ENGINEERING TECHNOLOGIES

5301 MECHANICAL and ENGINEERING TECHNOLOGIES, GENERAL

American Institute of Drafting of Chicago, Inc.
Chicago Technical College

5302 AERONAUTICAL and AVIATION TECHNOLOGIES

5303 ENGINEERING GRAPHICS

American Institute of Drafting of Chicago, Inc.
Chicago Technical College
Coyne American Institute
Electronics Technical Institute of Illinois, Inc.
Rock Island Technical School, Inc.
Quincy Technical School

5304 ARCHITECTURAL DRAFTING TECHNOLOGIES

5305 CHEMICAL TECHNOLOGIES

Chicago Technical College

5306 AUTOMOTIVE TECHNOLOGIES

American Institute of Engineering and Technology
American Motorcycle Mechanics School
Automotive Technical Institute
Chicago School of Automotive Transmission
Quincy Technical School
Vocational Skills/Training Center

5307 DIESEL TECHNOLOGIES

Quincy Technical Schools

5308 WELDING TECHNOLOGIES

American Institute of Engineering and Technology

HEGIS Code	HEGIS Title & Institution Where Available
	5309 CIVIL TECHNOLOGIES
	5310 ELECTRONICS and MACHINE TECHNOLOGIES
	Coyne American Institute DeVry Institute of Technology Electronics Technical Institute of Illinois, Inc. Environmental Technical Institute, Inc. Rock Island Technical College Spanish American Needle Trade School Quincy Technical School
	5311 ELECTROMECHANICAL TECHNOLOGIES
	5312 INDUSTRIAL TECHNOLOGIES
	Coyne American Institute
	5313 TEXTILE TECHNOLOGIES
	Spanish American Needle Trade School
	5314 INSTRUMENTATION TECHNOLOGIES
	5315 MECHANICAL TECHNOLOGIES
	5316 NUCLEAR TECHNOLOGIES
	5317 CONSTRUCTION and BUILDING TECHNOLOGIES
	Chicago Technical College Industrial Engineering College of Chicago
	5399 OTHER
	Gem City College - School of Horology
5400	NATURAL SCIENCE TECHNOLOGIES
	5401 NATURAL SCIENCE TECHNOLOGIES, GENERAL
	5402 AGRICULTURE TECHNOLOGIES
	5403 FORESTRY and WILDLIFE TECHNOLOGIES
	5404 FOOD SERVICES TECHNOLOGIES
	5405 HOME ECONOMICS TECHNOLOGIES
	5406 MARINE and OCEANOGRAPHIC TECHNOLOGIES
	5407 LABORATORY TECHNOLOGIES

HEGIS Code — HEGIS Title & Institution Where Available

5408 SANITATION and PUBLIC HEALTH INSPECTION TECHNOLOGIES

5499 OTHER

5500 PUBLIC SERVICE RELATED TECHNOLOGIES

5501 PUBLIC SERVICE TECHNOLOGIES, GENERAL

Delos Truck Driving School
John Roberts Power School

5502 BIBLE STUDY or RELIGION-RELATED OCCUPATIONS

5503 EDUCATION TECHNOLOGIES

5504 LIBRARY ASSISTANT TECHNOLOGIES

5505 POLICE, LAW ENFORCEMENT, CORRECTION TECHNOLOGIES

American Law Enforcement Academy
American Security Training Institute
Chicago Law Enforcement School
Keeler Polygraph Institute
United States School of Law Enforcement

5506 RECREATION and SOCIAL WORK RELATED TECHNOLOGIES

HEGIS Code — HEGIS Title & Institution Where Available

5507 FIRE CONTROL TECHNOLOGY

5508 PUBLIC ADMINISTRATION and MANAGEMENT TECHNOLOGIES

5599 OTHER

Aurora Barber College
Belleville Barber College
Central Illinois Barber College
Champaign-Urbana Barber College
Illinois Barber College
JoAnne's School of Charm & Modeling
John Robert Powers School
Lincoln Barber College
Lincoln Service, Inc.
Mary Boncher Modeling Agency
Mary Boncher Modeling Agency
McCoy Barber College
Mid-West Barber College
Midwest School of Dog Grooming, Inc.
Moler Barber College
National Barber College
New Way Barber College
Peoria Barber College
Pretty Girl, Inc.
Royal Poodle Grooming School
University of Barber Styling
Weeden's Barber College
Wilton School of Cake Decorating

5600 ARTS and SCIENCES (Non-Occupational)

OFFICE OF EDUCATION INSTRUCTIONAL CODES AND TITLES (O. E.)

OFFICE OF EDUCATION INSTRUCTIONAL CODES & TITLES
(OE CODE)

APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS

01.0000 - 16.0000

01.0100	Agricultural Production
01.0101	Animal Science
01.0102	Plant Science
01.0103	Farm Mechanics
01.0104	Farm Business Management
16.0200	Agricultural-Related Technology
01.0200	Agricultural Supply and Service
01.0201	Agricultural Chemicals
01.0202	Feeds
01.0203	Seeds
01.0204	Fertilizers (Plant Food)
01.0300	Agricultural Mechanics
01.0301	Agricultural Power and Machinery
01.0302	Agricultural Structures and Conveniences
01.0303	Soil Management
01.0304	Water Management
01.0305	Agricultural Mechanics Skills
01.0306	Agricultural Construction and Maintenance
01.0307	Agricultural Electrification
16.0102	Agricultural Technology
01.0400	Agricultural Products
01.0401	Food Products
01.0402	Nonfood Products
01.0500	Ornamental Horticulture
01.0501	Arboriculture
01.0502	Floriculture
01.0503	Greenhouse Operation and Management
01.0504	Landscaping
01.0505	Nursery Operation and Management
01.0506	Turf Management
01.0600	Agricultural Resources
01.0601	Forests (Also see Personal and Public Service Occupations)
01.0602	Recreation (See Personal and Public Service Occupations)
01.0603	Soil
01.0604	Wildlife (Including Game Farms and Hunting Areas)
01.0605	Water (See Personal and Public Service Occupations)
01.0606	Air (See Personal and Public Service Occupations)
01.0607	Fish (Including Farms and Hatcheries)
01.0608	Range
01.0700	Forestry
01.0701	Forests
01.0702	Forest Protection
01.0703	Logging (Harvesting and Transporting)
01.0704	Wood Utilization
01.0705	Recreation (See Personal and Public Service Occupations)
01.0706	Special Products
16.0603	Forestry Technology
01.9900	Agriculture, Other (Specify)

BUSINESS, MARKETING AND MANAGEMENT OCCUPATIONS

04.0000 - 14.0000 - 16.0000

04.0100	Advertising Services
04.0200	Apparel and Accessories
04.0300	Automotive
04.0400	Finance and Credit
04.0500	Floristry
04.0600	Food Distribution
04.0700	Food Services
04.0800	General Merchandise
04.0900	Hardware, Building Materials, Farm and Garden Supplies and Equipment
04.1000	Home Furnishings
04.1100	Hotel and Lodging (Also see Personal and Public Service Occupations)
04.1200	Industrial Marketing
04.1300	Insurance
04.1400	International Trade
04.1500	Personal Services (See Personal and Public Service Occupations)
04.1600	Petroleum
04.1700	Real Estate
04.1800	Recreation and Tourism (Also see Personal and Public Service Occupations)
04.1900	Transportation (Also see Personal and Public Service Occupations)
04.2000	Retail Trade, Other (Specify)
04.3100	Wholesale Trade, Other (Specify)
04.9900	Distributive Education, Other (Specify)
14.0100	Accounting and Computing Occupations
14.0101	Accountants
14.0102	Bookkeepers
14.0103	Cashiers
14.0104	Machine Operators: Billing, Bookkeeping, and Computing
14.0105	Tellers
14.0200	Business Data Processing Systems Occupations
14.0201	Computer and Console Operators
14.0202	Keypunch, Coding and Peripheral Operators
14.0203	Programmers
14.0204	Systems Analysts
16.0117	Scientific Data Processing
14.0300	Filing, Office Machines, and General Office Clerical Occupations
14.0301	Duplicating Machine Operators
14.0302	File Clerks
14.0303	General Office Clerks
14.0400	Information Communication Occupations
14.0401	Communication Systems Clerks and Operators
14.0402	Correspondence Clerks
14.0403	Mail and Postal Clerks (Also see Personal and Public Service Occupations)
14.0404	Mail-Preparing and Mail-Handling Machine Operators
14.0405	Messengers and Office Boys and Girls
14.1406	Receptionists and Information Clerks
14.0499	Information Communication Occupations, Other (Specify) (Also see Personal and Public Service Occupations)
14.0500	Materials Support Occupations
14.0501	Planning and Production Clerks
14.0502	Quality Control Clerks
14.0503	Shipping and Receiving Clerks
14.0504	Stock and Inventory Clerks
14.0505	Traffic, Rate, and Transportation Clerks

14.0600	Personnel, Training, and Related Occupations
14.0601	Educational Assistants and Training Specialists (See Personal and Public Service Occupations)
14.0602	Interviewers and Test Technicians (See Personal and Public Service Occupations)
14.0603	Personnel Assistants (Also see Personal and Public Service Occupations)

14.0700	Stenographic, Secretarial, and Related Occupations
14.0701	Executive Secretary
14.0702	Secretaries
14.0703	Stenographers

14.0800	Supervisory and Administrative Management Occupations
14.0801	Administrative Assistants
14.0802	Budget Management Analysts
14.0803	Clerical and Office Supervisors
14.0804	Data-Methods and System-Procedures Analysts
14.0805	Office Managers and Chief Clerks
16.0400	Office-Related Technology

14.0900	Typing and Related Occupations
14.0901	Clerk-Typists
14.0902	Typists

14.9900	Office Occupations, Other (Specify)

HEALTH OCCUPATIONS

07.0000

07.0100	Dental
07.0101	Dental Assisting
07.0102	Dental Hygiene (Associate Degree)
07.0103	Dental Laboratory Technology

07.0200	Medical Laboratory Technology
07.0201	Cytology (Cytotechnology)
07.0202	Histology
07.0203	Medical Laboratory Assisting
07.0204	Hematology

07.0300	Nursing
07.0301	Nursing (Associate Degree)
07.0302	Practical (Vocational) Nursing
07.0303	Nursing Assistance (Aid)
07.0304	Psychiatric Aid
07.0305	Surgical Technician (Operation Room Technician)
07.0306	Obstetrical Technician
07.0307	Home Health Aid
07.0308	School Health Aid

07.0400	Rehabilitation
07.0401	Occupational Therapy
07.0402	Physical Therapy
07.0403	Prosthetics
07.0404	Orthotics

07.0500	Radiologic
07.0501	Radiologic Technology (X-ray)
07.0502	Radiation Therapy
07.0503	Nuclear Medical Technology

07.0600	Ophthalmic
07.0601	Ophthalmic Dispensing
07.0602	Orthoptics
07.0603	Optometrist Assistant

07.0700	Environmental Health
07.0701	Environmental Health Assistant (See Personal and Public Service Occupations)
07.0702	Radiological Health Technician
07.0703	Sanitarian Assistant (See Personal and Public Service Occupations)
07.0800	Mental Health Technology
07.0801	Mental Health Technician
07.0802	Mental Retardation Aide
07.0900	Miscellaneous Health Occupations Education
07.0901	Electroencephalograph Technician
07.0902	Electrocardiograph Technician
07.0903	Inhalation Therapy
07.0904	Medical Assistant (Assistant in Physician's Office)
07.0905	Central Supply Technician (See Personal and Public Service Occupations)
07.0906	Community Health Aid
07.0907	Medical Emergency Technician
07.0908	Food Service Supervisor
07.0909	Mortuary Science
07.0910	Orthopedic Assisting
07.9900	Health Occupations Education, Other (Specify)

INDUSTRIAL ORIENTED OCCUPATIONS

17.0000 (and 16.0000)

17.0100	Air Conditioning (See also 16.0110 Environmental-Control Technology)
17.0101	Cooling
17.0102	Heating
17.0103	Ventilating (Filtering and Humidification)
16.0110	Environmental-Control Technology (See also 17.0100 Air Conditioning and 16.0110 Personal and Public Service Occupations)
17.0200	Appliance Repair
17.0201	Electrical Appliances
17.0202	Gas Appliances
17.0300	Automotive Services (See also 16.0104 Automotive Technology)
17.0301	Body and Fender Repair
17.0302	Mechanics (Auto)
16.0104	Automotive Technology
17.0400	Aviation Occupations (Also see 16.0101 Aeronautical Technology and 16.0601 Commercial Training)
17.0401	Aircraft Maintenance (Air Frame & Power Plant)
17.0402	Aircraft Operations
17.0403	Ground Operations
16.0101	Aeronautical Technology
16.0601	Commercial Pilot Training
17.0500	Blueprint Reading
17.0600	Business Machine Maintenance
17.0700	Commercial Art Occupations
17.0701	Interior Decorating (See also Personal and Public Service Occupations)
17.0702	Window Display
17.0703	Product Design (Commercial)

17.0800	Commercial Fishery Occupations
17.0801	Seamanship
17.0802	Ship and Boat Operation and Maintenance
17.0900	Commercial Photography Occupations
17.0901	Photographic Laboratory and Darkroom Occupations
17.1000	Construction and Maintenance Trades
17.1001	Carpentry
17.1002	Electricity
17.1003	Heavy Equipment (Construction and Operation)
17.1004	Masonry
17.1005	Painting and Decorating
17.1006	Plastering
17.1007	Plumbing and Pipefitting
17.1008	Dry-Wall Installation
17.1009	Glazing
17.1010	Roofing
17.1099	Construction and Maintenance Trades, Other (Specify)
17.1100	Custodial Services
17.1200	Diesel Mechanic
17.1300	Drafting (See also 16.0103 Architectural Technology and 16.0106 Civil Technology)
16.0103	Architectural Technology (Building Construction)
16.0106	Civil Technology
17.1400	Electrical Occupations (See also 16.0107 Electrical Technology)
17.1401	Industrial Electrician
17.1402	Lineman
17.1403	Motor Repairman
16.0107	Electrical Technology
17.1500	Electronics Occupations (See also 16.0108 Electronics Technology and 16.0109 Electro-mechanical Technology)
17.1501	Communications
17.1502	Industrial Electronics
17.1503	Radio/Television
16.0108	Electronic Technology
16.0109	Electromechanical Technology
17.1600	Fabric Maintenance Services (See Personal and Public Service Occupations)
17.1601	Drycleaning (See Personal and Public Service Occupations)
17.1602	Laundering (See Personal and Public Service Occupations)
17.1700	Foremanship, Supervision and Management Development
17.1800	General Continuation
17.1900	Graphic Arts Occupations
17.1901	Composition, Makeup and Typesetting
17.1902	Printing Press Occupations
17.1903	Lithography, Photography and Platemaking
17.1904	Photoengraving
17.1905	Silk Screen Making and Printing
17.1906	Bookbinding
17.2000	Industrial Atomic Energy (See also 16.0115 Nuclear Technology)
17.2001	Installation, Operation, and Maintenance of Reactors)
17.2002	Radiography
17.2003	Industrial Uses of Radioisotopes
16.0115	Nuclear Technology
17.2100	Instrument Maintenance and Repair (See also 16.0112 Instrument Technology)
17.2101	Instruments (Other Than Watches and Clocks)
16.0112	Instrumentation Technology
17.2102	Watchmaking and Repair

17.2200	Maritime Occupations
17.2300	Metalworking Occupations
17.2301	Foundry
17.2302	Machine Shop
17.2303	Machine Tool Operation
17.2304	Metal Trades, Combined
17.2305	Sheet Metal
17.2306	Welding and Cutting - Gas and Electric
17.2307	Tool and Die Making
17.2308	Die Sinking
17.2309	Metal Patternmaking
17.2400	Metallurgy (See also 16.0114 Metallurgical Technology)
16.0114	Metallurgical Technology (See also 17.2400 Metallurgy Occupations)
17.2600	Personal Services (See Personal and Public Service Occupations)
17.2601	Barbering (See Personal and Public Service Occupations
17.2602	Cosmetology (See Personal and Public Service Occupations)
17.2700	Plastics Occupations
17.2800	Public Service Occupations and Public Service Occupations)
17.2801	Fireman Training (See Personal and Public Service Occupations)
17.2802	Law Enforcement Training (See Personal and Public Service Occupations
17.2900	Quantity Food Occupations (See Personal and Public Service Occupations)
17.2901	Baker (See Personal and Public Service Occupations)
17.2902	Cook/Chef (See Personal and Public Service Occupations)
17.2903	Meat Cutter (See Personal and Public Service Occupations)
17.2904	Waiter/Waitress (See Personal and Public Service Occupations
17.3000	Refrigeration
17.3100	Small Engine Repair, Internal Combustion
17.3200	Stationary Energy Sources Occupations
17.3201	Electric Power Generating Plants
17.3202	Pumping Plants
17.3300	Textile Production and Fabrication (See Personal and Public Service Occupations)
17.3301	Dressmaking (See Personal and Public Service Occupations)
17.3302	Tailoring (See also 09.0202 Personal and Public Service Occupations)
17.3400	Leatherworking
17.3401	Shoe Manufacturing
17.3402	Shoe Repair
17.3500	Upholstering
17.3600	Woodworking
17.3601	Millwork and Cabinet Making
17.9900	Trade and Industrial Occupations, Other (Specify)
16.0100	Engineering-Related Technology
16.0105	Chemical Technology
16.0111	Industrial Technology
16.0113	Mechanical Technology
16.0116	Petroleum Technology
16.0199	Engineering-Related Technology Other (Specify)
16.0699	Miscellaneous Technical Education Other (Specify)

PERSONAL AND PUBLIC SERVICE OCCUPATIONS

01.0000 - 04.0000 - 07.0000 - 09.0000 - 14.0000 - 16.0000 - 17.0000

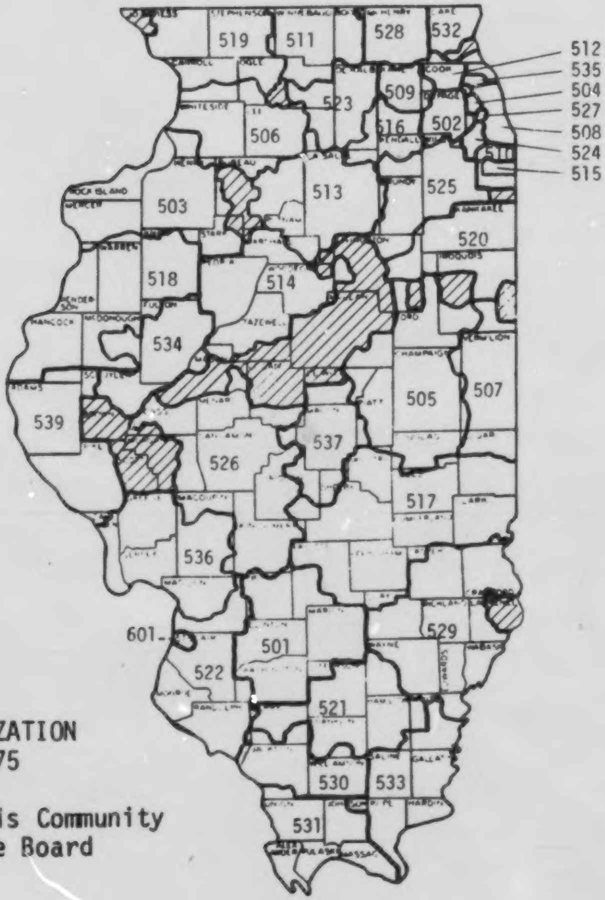
01.0601	Forests (Also see Applied Biological and Agricultural Occupations)
01.0602	Recreation
01.0605	Water
01.0606	Air
04.1100	Hotel and Lodging (Also see Business, Marketing, and Management Occupations)
04.1500	Personal Services
04.1800	Recreation and Tourism (Also see Business, Marketing and Management Occupations)
14.1900	Transportation (Also see Business, Marketing and Management Occupations)
07.0701	Environmental Health Assistant
07.0703	Sanitarian Assistant
07.0905	Central Supply Technician
09.0200	Occupational Preparation
09.0201	Care and Guidance of Children
09.0202	Clothing Management, Production, and Services (Also see Industrial Oriented Occupations)
09.0203	Food Management, Production, and Services
09.0204	Home Furnishings, Equipment, and Services
09.0205	Institutional and Home Management and Supporting Services
14.0403	Mail and Postal Clerks (Also see Business, Marketing and Management Occupations)
14.0499	Information Communication Occupations, Other (Also see Business, Marketing and Management Occupations)
14.0601	Educational Assistants and Training Specialists
14.0602	Interviewers and Test Technicians
14.0603	Personnel Assistants (Also see Business, Marketing and Management Occupations)
16.0110	Environmental Control Technology, Other (Also see Industrial Oriented Occupations
16.0602	Fire and Fire Safety Technology (Also see 17.2801 in Personal and Public Service Occupations)
16.0605	Police (Law Enforcement and Corrections) Science Technology (Also see 17.2802 in Personal and Public Service Occupations)
17.0701	Interior Decorating (Also see Industrial Oriented Occupations)
17.1600	Fabric Maintenance Services
17.1601	Drycleaning
17.1602	Laundering
17.2600	Personal Services
17.2601	Barbering
17.2602	Cosmetology
17.2800	Public Service Occupations
17.2801	Fireman Training (Also see 16.0602 in Personal and Public Service Occupations)
17.2802	Law Enforcement Training (Also see 16.0605 in Personal and Public Service Occupations)
17.2900	Quantity Food Occupations
17.2901	Baker

17.2902	Cook/Chef
17.2903	Meat Cutter
17.2904	Waiter/Waitress
17.3300	Textile Production and Fabrication
17.3301	Dressmaking
17.3302	Tailoring (Also see Industrial Oriented Occupations)

ILLINOIS PUBLIC COMMUNITY COLLEGE DISTRICTS

(Map and Listing)

ILLINOIS PUBLIC COMMUNITY COLLEGE DISTRICTS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DISTRICT ORGANIZATION
AS OF MARCH, 1975

Source: Illinois Community College Board

ILLINOIS PUBLIC COMMUNITY COLLEGE DISTRICTS

DISTRICT NUMBER/COMMUNITY COLLEGE

500	Includes the following Community College Districts: 504 - Triton College 508 - City Colleges of Chicago 510 - Thornton Community College 512 - William Rainey Harper College 515 - Prairie State College 524 - Moraine Valley Community College 527 - Morton College 535 - Oakton Community College
501	Kaskaskia College, Centralia
502	College of DuPage, Glen Ellyn
503	Black Hawk College, Moline and Kewanee
504	Triton College, River Grove
505	Parkland College, Champaign
506	Sauk Valley College, Dixon
507	Danville Junior College, Danville
508	City Colleges of Chicago, Chicago
509	Elgin Community College, Elgin
510	Thornton Community College, South Holland
511	Rock Valley College, Rockford
512	William Rainey Harper College, Palatine
513	Illinois Valley Community College, Oglesby
514	Illinois Central College, East Peoria
515	Prairie State College, Chicago Heights
516	Waubonsee Community College, Sugar Grove

DISTRICT NUMBER/COMMUNITY COLLEGE

517	Lake Land College, Mattoon
518	Carl Sandburg College, Galesburg
519	Highland Community College, Freeport
520	Kankakee Community College, Kankakee
521	Rend Lake College, Ina
522	Belleville Area College, Belleville
523	Kishwaukee College, Malta
524	Moraine Valley Community College, Palos Hills
525	Joliet Junior College, Joliet
526	Lincoln Land Community College, Springfield
527	Morton College, Cicero
528	McHenry County College, Crystal Lake
529	Illinois Eastern Community Colleges; Olney, Mt. Carmel, and Robinson
530	John A. Logan College, Carterville
531	Shawnee College, Ullin
532	College of Lake County, Grayslake
533	Southeastern Illinois College, Harrisburg
534	Spoon River College, Canton
535	Oakton Community College, Morton Grove
536	Lewis and Clark Community College, Godfrey
537	Richland Community College, Decatur
539	John Wood Community College, Quincy
601	State Community College of E. St. Louis, E. St. Louis
700	Not in an established Illinois Public Community College District

PHASE II

Characteristics Study of Selected Illinois Resident Proprietary Schools

INTRODUCTION
to
PHASE II

The purpose of Phase II was to gather and analyze data on the characteristics of resident proprietary institutions and programs within the state. The objective of this activity was to acquire a better operating knowledge of the resources available in these institutions, their readiness level for cooperation and/or public support with public institutions, their preferences for selected types of cooperation or public support, and their strategies for serving rather high proportions of adult and minority populations.

Phase II focused its efforts on a stratified sample of the institutions. The sample included 33 of the proprietary institutions approved for operation by the Illinois Office of Education as of August 15, 1976.

The data on the characteristics of resident proprietary institutions were obtained through structured on-site visitations with school administrators.

METHODOLOGY

PHASE II

Based upon the review of literature and the specified issues of concern detailed within the study outline, a survey instrument was developed to gather and analyze data on the institutional characteristics of resident proprietary schools and programs within Illinois. The plan was to design an instrument to conduct on-site interviews with representatives of a sample of resident proprietary institutions within the state. Twenty issues of concern were identified for consideration within the study and eventually became the basis for the survey instrument.

1. Status and attitudes toward accreditation.
2. Status and attitudes toward licensing.
3. School size including information on physical size, number of faculty members, and student enrollment.
4. Admissions and entrance requirements.
5. Scheduling practices and day/night class balance.
6. Ownership status.
7. Teacher load and qualification.
8. Nature of counseling, placement, and other student service efforts.
9. Special programs or provisions for service learners with special needs.
10. Financial assistance available to students.
11. Self-assessment and external evaluation of training effectiveness.
12. Attitudes toward public cooperation and financial support.
13. Type and range of vocational programs offered.
14. Current eligibility for public support.
15. Balance of classroom and laboratory instruction.
16. Recruitment methods employed by institution.
17. Program cost and duration.
18. Sources of income and major areas of expenditure.
19. Provisions for personnel development of staff.
20. Status of library and other learning resources.

These twenty areas of investigation were organized into six major headings: (a) accreditation, physical facilities, enrollment data, (b) administrative policy, (c) academic matters, learning environment, (d) faculty, (e) student benefits and facilities, and (f) cooperation, readiness, and public support.

Work on the instrument drew upon studies by (Wolman, 1972), (Belitsky, 1969), (Wilms, 1974), and (Juhlin, 1977). Following the initial phase of developing the interview survey instrument, the staff relied heavily upon the counsel of the late H. H. Katz, past-president of the Illinois Federation of Independent Private Schools, and William Appelgate, staff consultant. They provided both general direction and clarification of instrument terminology.

The on-site survey instrument was then validated by conducting on-site interviews with five resident proprietary schools in the state. Several minor changes in form and terminology resulted from this validation activity and these were incorporated into the final instrument (See Appendix I).

A stratified sample was selected from the 232 schools responding to the Phase I questionnaires. The process involved in determining the representation of schools in the stratified sample was:

1. Each school was number coded by type: business schools, one; vocational technical, two; cosmetology, three; barber, four; self-improvement, five.

2. Each school was number coded according to its location in the state utilizing the Illinois Office of Education, Department of Research and Statistics and Evaluation Classification of upper one-third, middle one-third, and lower one-third.

3. Location of the school also was classified according to the United States Department of Commerce, Social and Economic Statistics Administration Bureau of the Census, Standard Metropolitan Statistical Areas (SMSA) classification as being rural or urban.

Each school then had a three-number code classification. This classification method allowed for three conditions:

1. Equal representation in the sample by type of school.

2. Representation of schools from the three regions in the state. This coding was employed due to the large number of schools in the Chicago area. With this coding arrangement, schools located throughout the state had equal opportunity to be selected as part of the sample.

3. Representation from schools located both in smaller communities and in larger metropolitan areas.

The schools were first stratified by the three coded classifications and any classifications with less than three schools was discarded as not being representative. From the remaining number, 33 schools were selected that were representative of the total population with respect to the three coded classifications.

Three schools of each coded classification were chosen as alternates to replace schools declining an invitation to participate in the study. This selection process provided a sample of 33 resident proprietary schools in the state of Illinois. The schools included:

six business schools,
seven vocational technical schools,
three self-improvement schools,
two barber schools, and
fifteen cosmetology schools.

Of the 33 schools first identified for the sample, two business schools, two vocational technical schools, and three cosmetology schools declined participation. These were replaced by the pre-selected alternates for that classification coding.

Each of the schools identified as part of the sample was sent a letter (See Appendix J) indicating that it had been selected to participate in this phase of the study. Enclosed with each of these letters was a self-addressed postcard (See Appendix K) which allowed the school to indicate its decision concerning participation in the on-site survey process.

Each of the schools was paid $50 for participation in the study. The intent was to provide some incentive to participate, and reimbursement for time spent by the school manager in the interview process.

Upon return of the postcard, a letter (See Appendix L) was sent to each of the participating schools indicating one of the staff would telephone the school to make arrangements for visiting to conduct the interview.

The 33 interviews were conducted during December, January, and February by four project staff members. Each of the project staff was responsible for contacting the school official listed on the return postcard to finalize the visitation and to further explain the purpose and context of the interview as indicated in the initial letter to the school. The materials for the interview consisted of a questionnaire to be used by the school official as a reference during the interview and copies of the questionnaire for the interviewer.

The project staff tried to obtain the data required for the study in the minimum amount of time, by arriving at the school on time, meeting with the designated official of the school and further explaining the study of resident proprietary schools. This included an overview of the project's funding and the future use of the information to be obtained during the interview. The time spent in the formal interview process was approximately one hour. As the formal interview was completed, a number of the schools provided tours of their facilities. At the conclusions of the formal interview and/or tour, the interview participants were informed of the timetable of the study and assured that they would receive a copy of the study findings. School officials participating in the interview were sent a letter of appreciation for their cooperation and participation (See Appendix M).

Accreditation/Physical Facilities/Enrollment

Date of Founding

Each of the schools in the sample was asked to identify its date of founding. The dates ranged from the earliest founding in 1866 to the most recent in 1976. Of the 33 schools in the sample, 70 percent (23 schools) had been founded after 1950. Three schools indicated they had been founded prior to 1900; these included two business schools and one vocational technical school. The findings indicated that nine schools had been founded since 1971. These included one barber, one self-improvement, three vocational technical, two business, and two cosmetology schools.

Association Membership

With respect to membership in local, state, regional, or national associations, it was found that 25 of the 33 schools held membership in some type of association. Of the 25 schools, seven indicated membership in some type of local association, while 22 were members in state associations and 14 held membership in national associations. Regional associations had only two memberships from schools in the state. All 15 cosmetology schools and both barber schools indicated they were members in some type of association. Of the 15 cosmetology schools, five held membership in local associations, 14 held membership in state associations, and 11 had affiliation with national associations. Both of the barber schools were members in state associations and one held a membership in a national association. The remaining 16 of the original 33 schools by type were evenly divided between membership in associations or reported they were not affiliated with local, state, regional, or national associations at the time of the interview.

Accreditation

Thirty-nine percent (13 schools) in the responding group held some type of national accreditation. Of the 13 schools, seven had held this accreditation between five to nine years. Three of the 13 schools had held accreditation at the national level for 15 to 19 years. By school type, 46 percent of the cosmetology schools, 50 percent of the business schools, 28 percent of the vocational technical schools, and 33 percent of the self-improvement schools held national accreditation.

Ownership Status

Of the 33 responding schools in the study, 19 were organized as independent business corporations and 11 were owned by individuals. The three remaining schools were classified as a partnership, a corporate subsidiary, and a corporate chain. The six business schools reported that three were sole proprietorships, two were independent business corporations, and one was a corporate subsidiary. Of the seven vocational technical schools, one school was a sole proprietorship and six were organized as independent business corporations. Two self-improvement schools were organized as independent business corporations while one was a sole proprietorship. Cosmetology schools were organized as follows: six as sole proprietorships, one as a partnership, seven as independent business corporations, and one as a member of a corporate chain. The two barber schools were organized as independent business corporations.

Sixty-nine percent of the schools had been under their present ownership for 15 years or less. Of this group, 43 percent had been under present ownership for less than five years.

Past Expansion Plans

The schools' financial stability is evident from the fact that 72 percent of the schools had considered expanding, building, or relocating within the last five years. The schools indicated numerous reasons for this movement. The most frequent reason given was to acquire additional room to expand the instructional area for program offerings. Forty-eight percent of the schools indicated their present location had been acquired within the last five years. The reasons given for moving as indicated in the interviews were best summarized as the schools' desire to provide sufficient instructional area to adequately present their programs of study.

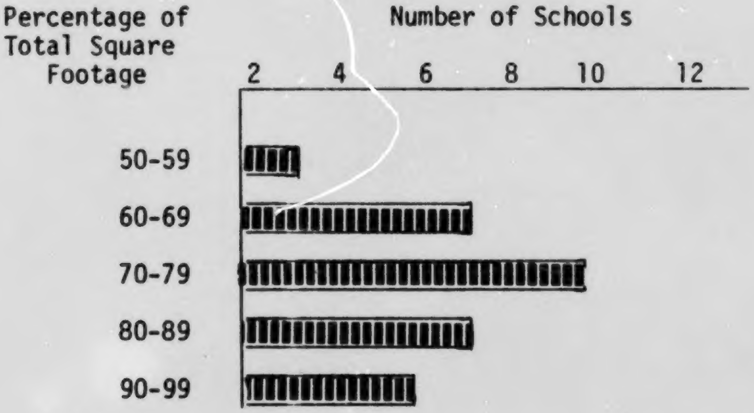
Physical Size of Schools

The physical sizes of the schools within the sample were as diverse as the schools and their programs. Two schools reported utilizing less than 999 square feet while four reported utilizing over 10,000 square feet for their programs. Sixty percent of the schools, however, indicated that they utilized under 5,000 square feet for their entire facility. Graphs 1 through 3 provide an indication of how the schools utilized their space and the purpose.

Instructional area. Ten schools indicated using 70-79 percent of their total square footage for instructional area. The range of instructional use of square footage was from 50-59 percent utilization as indicated by three school administrators to 90-99 percent of available area by six school administrators.

Graph 1

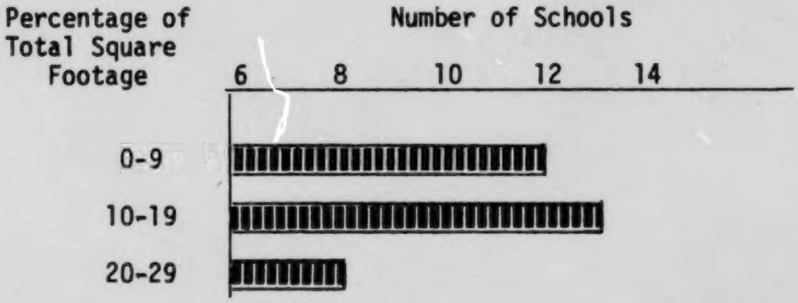
Percentage of Square Footage Utilized for Instructional Area



Administrative Area. Space utilized for administrative offices was less than 29 percent of total available space in all 33 schools with 25 of the school administrators reporting using less than 19 percent of their school's square footage for administrative activities.

Graph 2

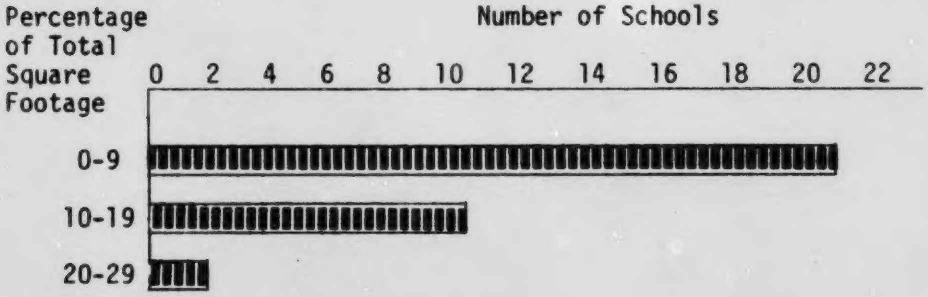
Percentage of Square Footage Utilized for Administrative Area



Lounge Area. With respect to lounge area for faculty and students, 21 schools indicated using less than nine percent of their facilities while 10 schools indicated lounges occupied 10-19 percent of the school's space. In two schools, the lounges for faculty and students were reported as using 20-29 percent of available space in the school.

Graph 3

Percentage of Square Footage Utilized for Lounge Area



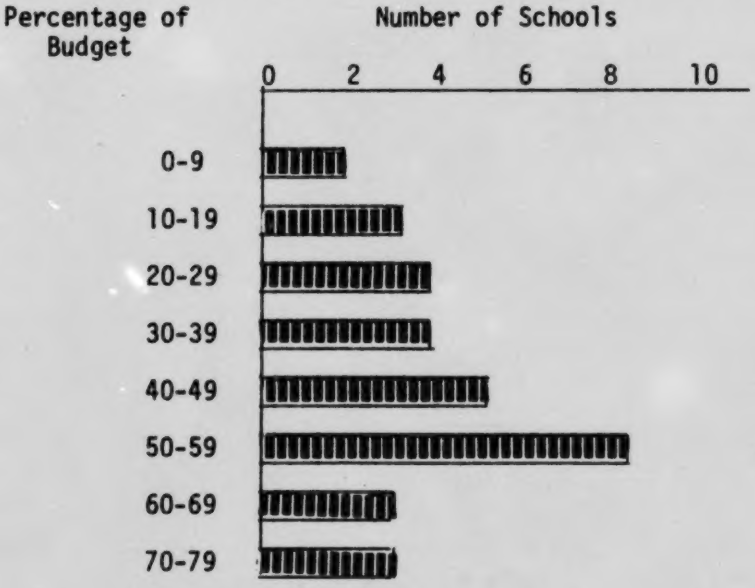
Budget

Each school was questioned concerning percentages of monies expended in five particular categories. The categories were labeled as personnel services, operating expenses, supplies and materials, travel, capital outlay, and other expenditures.

The budgets in the proprietary schools were quite varied as seen by the accompanying graphs. Nine schools expended 50-59 percent of their budgeted monies for personnel services. None of the school administrators indicated expending more than 79 percent of their budget for this category. The low percentages of expenditures for personnel services by some schools is explained by administrators stating that they were the owners and drew only living expenses.

Graph 4

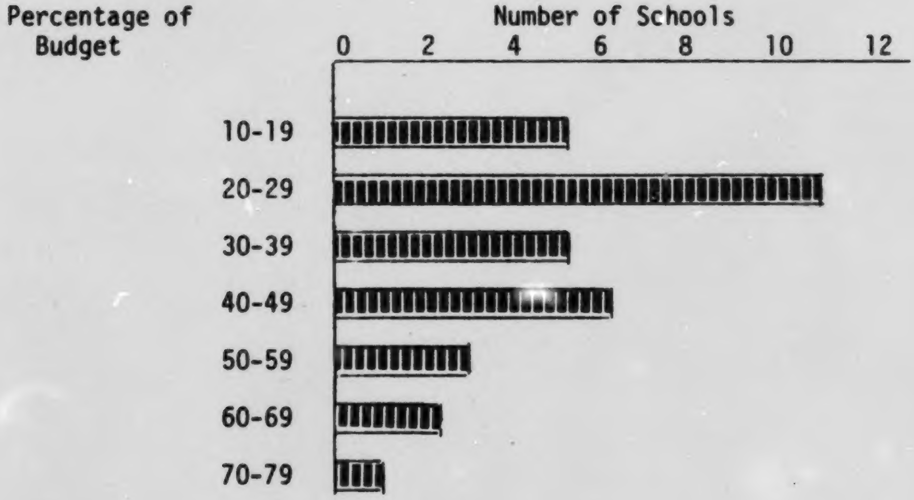
Percentage of Budget Expended for Personnel Services



As shown in Graph 5, operating expense required expenditures of 20-29 percent of budgeted monies in 11 of the schools. Twenty-seven of the schools budgeted 49 percent or less of their total monies for operating expenses.

Graph 5

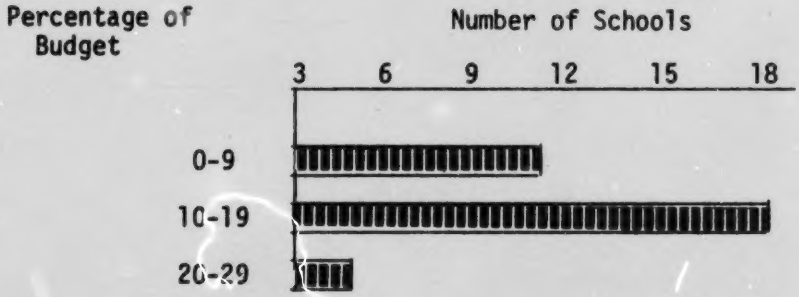
Percentage of Budget Expended for Operating Expenses



Budget lines for supplies and materials were indicated by 29 school administrators as requiring less than 19 percent of their monies. The other four school administrators reported expending 20 to 29 percent of their budgets for supplies and materials.

Graph 6

Percentage of Budget for Supplies and Materials

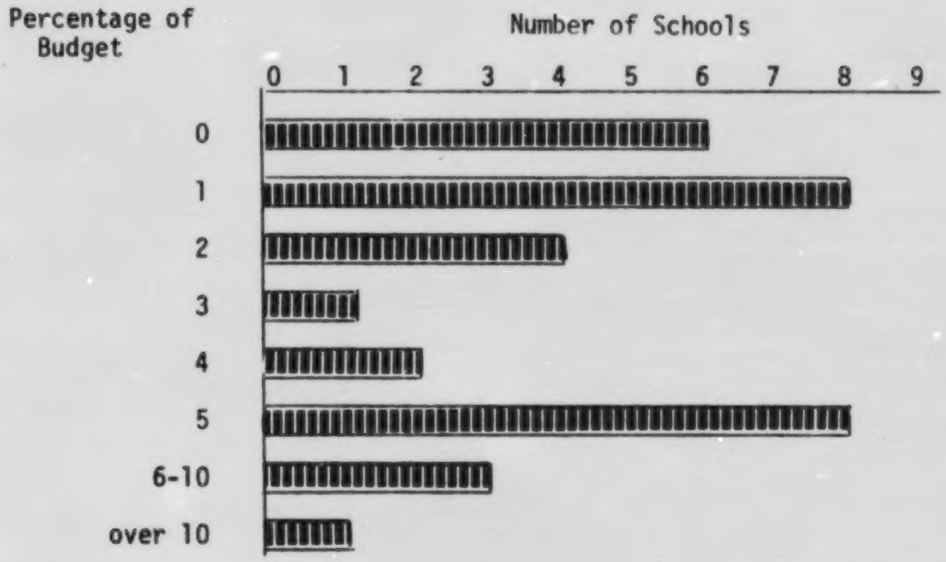


As seen in Graph 7, six schools allocate no money for travel in their annual budget. The largest number of schools, eight in each case, allocate either one percent or five percent for travel.

Graph 7

Percentage of Budget to Travel

N = 33



As indicated by the graph, 29 schools utilize five percent or less of their yearly budgets for travel expenditures.

Availability of Instruction

Instruction was available in 81 percent of the schools between 49-52 weeks per year. The enrollment in these schools during their last reporting period indicated that 57 percent of the schools had enrollments for the year of under 150 students.

As indicated by Table 1, only four schools had enrollments of 400 or more, and four had 300-399 enrollments during the past year.

Graph 8 indicates the schools' view on the percent of their current enrollment to their total capacity during the last year. As shown, eight schools were operating with their current enrollment at 70-79 percent of their total capacity.

Five school administrators (four business, one cosmetology) indicated they were operating at total capacity. Three schools (one vocational technical, two cosmetology) were assessed by their administrators as operating below 50 percent of capacity.

Table 1

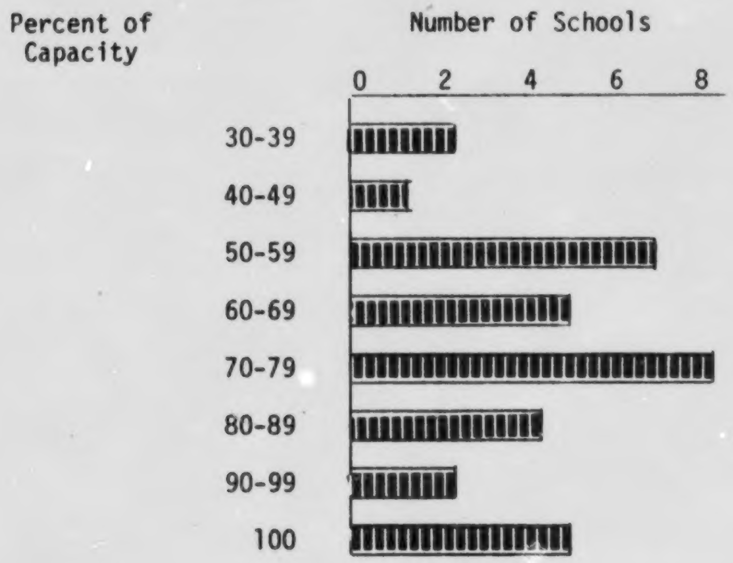
Enrollment During Past Year

N = 33

Type of School	Enrollment								
	0-49	50-99	100-149	150-199	200-249	250-299	300-349	350-399	400 or More
Business	0	1	2	0	0	0	1	0	2
Vocational Technical	1	0	0	1	0	1	0	3	1
Cosmetology	6	4	2	1	2	0	0	0	0
Barber	2	0	0	0	0	0	0	0	0
Self-Improvement	0	0	1	0	0	1	0	0	1
TOTALS	9	5	5	2	2	2	1	3	4

Graph 8

Percentage of Current Enrollments to Total Capacity Enrollments



Coursework Availability

Each of the 33 proprietary school administrators was questioned as to the times their respective schools were open and providing instruction in their programs. The responses indicated the proprietary schools provide instruction both during the day and the evening and some schools also provided coursework on the weekends.

As shown in Table 2, all of the six business schools offered instruction only on a Monday through Friday basis and two business schools were open only during the evening.

The vocational technical schools offered coursework Monday through Friday with three schools having coursework available on Saturday. Some of the cosmetology, barber, and self-improvement schools also provided Saturday instruction. The length of the evening coursework in the various schools ranged from two to five hours with the average being four hours.

Table 2

Day & Evening Coursework Availability

N = 33

Type of School		Day of Week					
		M	T	W	Th	F	S
Business N = 6*	Day	4	4	4	4	4	0
	Evening	4	3	3	4	0	0
Vocational Technical N = 7	Day	7	7	7	6	6	3
	Evening	5	6	5	6	4	1
Cosmetology N = 15	Day	1	15	14	15	15	15
	Evening	1	2	2	3	4	1
Barber N = 2	Day	1	2	1	2	2	2
	Evening	1	1	0	1	1	1
Self-Improvement N = 3	Day	1	1	1	1	1	1
	Evening	3	3	3	3	3	1

*Two business schools offered evening instruction only.

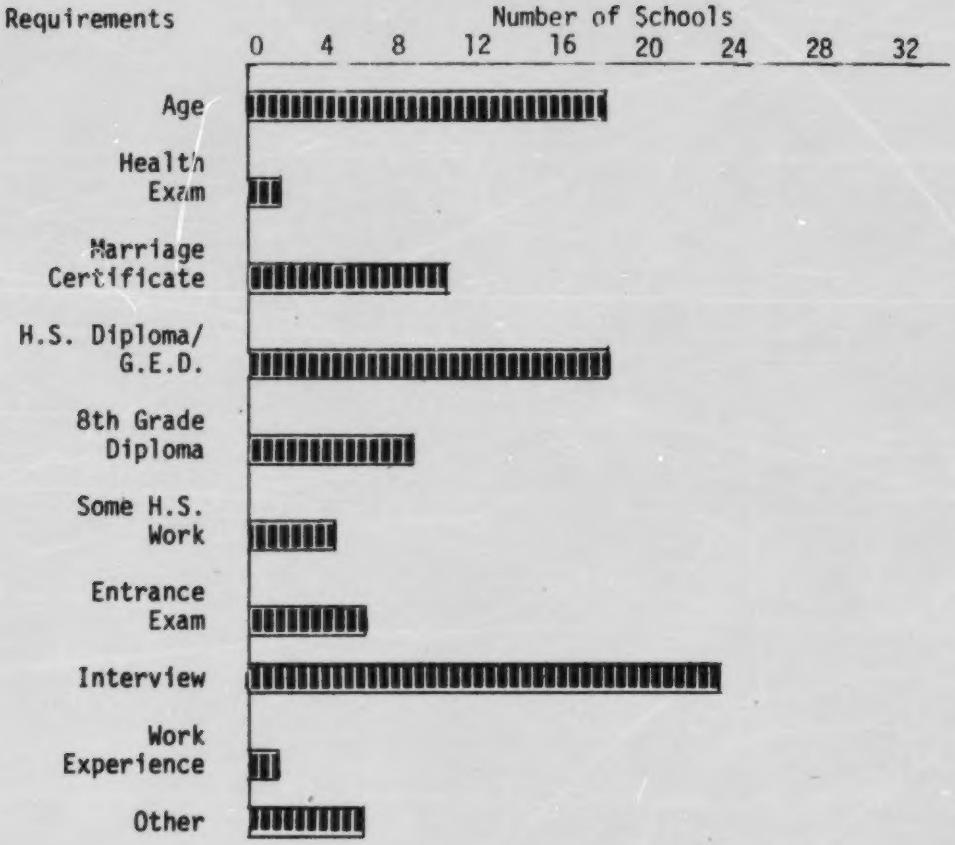
Entrance Requirements

The entrance requirements for the schools are detailed in Graph 9. A student interview as a part of entrance requirements was used by 22 of the 33 reporting schools in the interview process. Nineteen schools had a minimum age limit and required a high school diploma or G.E.D. Six schools (three business, two vocational technical, one self-improvement) reported using other criteria for entrance requirements. The criteria listed under "other" as entrance requirements were application fees, language requirements, and enrollment on a trial basis with testing during the trial period.

Exceptions to the entrance requirements were not allowed by 54 percent of the schools in the study. The business schools were evenly divided upon this issue, while 71 percent of the vocational technical schools indicated that exceptions to the requirements could be made.

Graph 9

Entrance Requirements



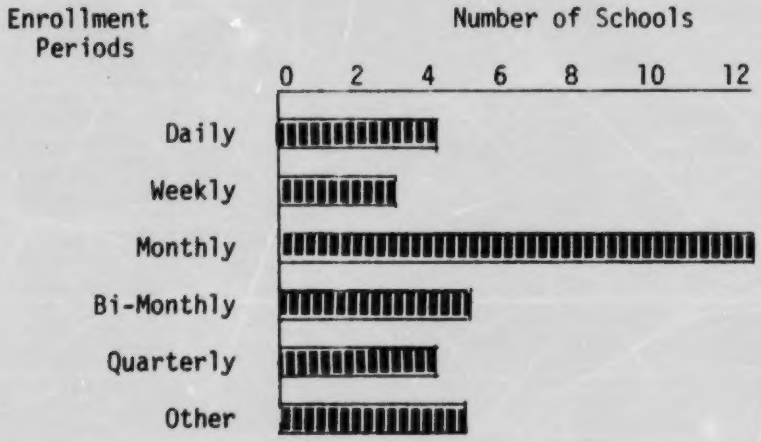
The self-improvement and barber schools all indicated that exceptions were not made to their entrance requirements, while 40 percent of the cosmetology schools would make exceptions to their requirements stricter than those of their approval agency. (The students meeting the entrance requirements were allowed to begin their coursework on a monthly basis in 36 percent of the schools in the sample.)

The other category, containing five schools, was made up of two business schools, one vocational technical school, and two cosmetology schools. The starting times in these five schools were categorized as trimester enrollment for the two business schools, on a six-week and a seven-week basis for the two cosmetology schools, and on a 10-week basis in the one vocational technical school.

The 33 proprietary schools included in the sample offered coursework in 102 identifiable programs; with the grouping of similar programs offered by the 33 schools, there were 67 identifiable programs. These programs ranged in length from one week through 72 weeks with 95 percent of programs requiring student attendance of less than 50 weeks.

Graph 10

Starting Time for Coursework



Tuition and Fees

Each school administrator was asked to list tuition by program and fees by program. The data presented indicates the total for these two costs to students by program. Program tuition and fees for students ranged from $25 to over $4,000. Student tuition and fees for 84.3 percent of the programs were under $2,000. Only one program was indicated as having tuition and fees of over $4,000.

Vocational technical schools. By school type 48.1 percent of the programs in the vocational technical schools tuition and fees were in the $1,500 to $1,999 range.

Business schools. Programs offered by business schools were primarily in three ranges. In the range $1 to $499 were 17 programs or 45.9 percent of programs offered by business schools in the sample. Two other ranges, $1,000 to $1,499 and $2,500 to $2,999, each had seven programs or 18.9 percent of program offerings in the business schools. These three cost ranges for tuition and fees thus included 83.7 percent of the programs offered in the business schools.

Barber schools. The two barber schools indicated a charge under $2,000 for tuition and fees for the complete program.

Cosmetology schools. Tuition and fees in the cosmetology schools were under $1,499 for the complete program in 87 percent of the 23 programs.

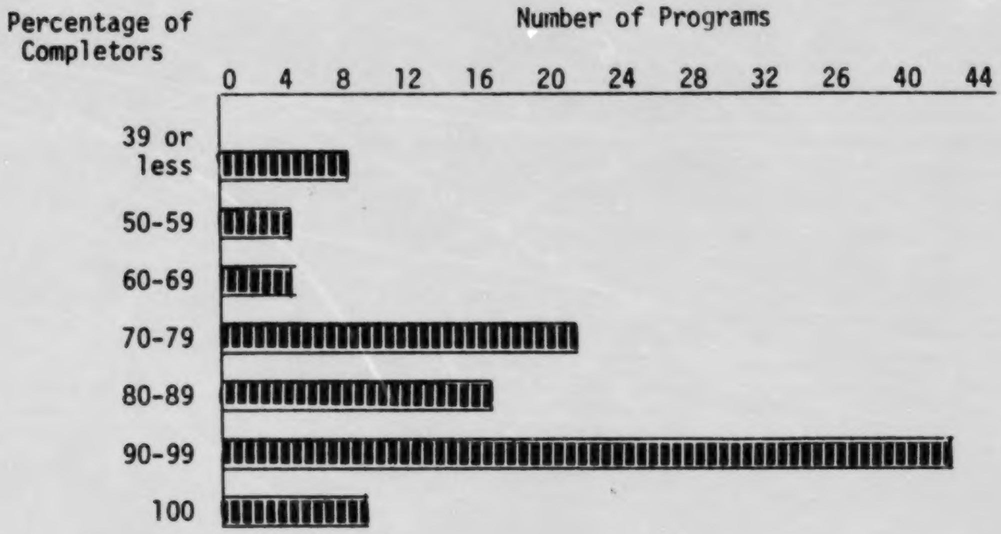
Self-improvement schools. In the schools classified as self-improvement, all programs cost less than $499 for total tuition and fees.

Completors

Schools indicated their percentage of completors was quite high. Each school was asked to indicate what percentage of the students would normally complete their program of study. This information was obtained by program and 42 of the programs, as reported by the school administrators, had a 90-99 percent completion rate. Nine programs were indicated as having 100 percent completion rates. As shown by Graph 11, eight programs were in the range of 39 percent or less completion. The responses by school administrators indicated that 86.3 percent of the programs in the schools had student completion rates of 70 percent or better.

Graph 11

Percentage of Students Enrolling That Complete Programs



The nine schools represented in Graph 11 as having 100 percent completion included one vocational technical school program, four business school programs, three cosmetology school programs and one self-improvement school program.

Veteran's Approval

Regarding approval for veteran's training, 72 percent of the schools indicated they were approved for veteran's training. By school type: 83 percent of the business schools, 71 percent of the vocational technical schools, 80 percent of the cosmetology schools, and 100 percent of the barber schools were approved for veteran's training.

Academic Matters/Learning Environment

The section of the questionnaire on Academic Matters and Learning Environment sought information on such matters as the following:

1. the frequency of utilization of various methods of instruction and various types of instructional media
2. the time spent by students in various types of instruction
3. methods of student evaluation
4. class size
5. ratio of students to instructors
6. proficiency and transfer credit
7. library facilities
8. accommodations for low ability or handicapped students
9. program and/or facilities increases and decreases
10. use of co-op training

Utilization of Instructional Methodologies

Six instructional methodologies were listed, and administrators were asked to indicate whether each method was used often, sometimes, or never. Graph 12 shows the frequency of use of each of these instructional methodologies by the total group of 33 schools. The frequency of use of each of these instructional methodologies by type of school is shown in Table 3.

Shop lecture/lecture demonstrations were often used by 31 of the 33 schools. Lectures were often used by 27 of the 33 schools, were sometimes used by five of the schools, and were never used by one school. Individualized instruction was often used by 23 of the schools and never used by only two schools. However, the majority of schools interpreted individualized instruction as instructional help given individually to students rather than the generally accepted concept of the use of self-paced, instructional, objective-oriented learning materials.

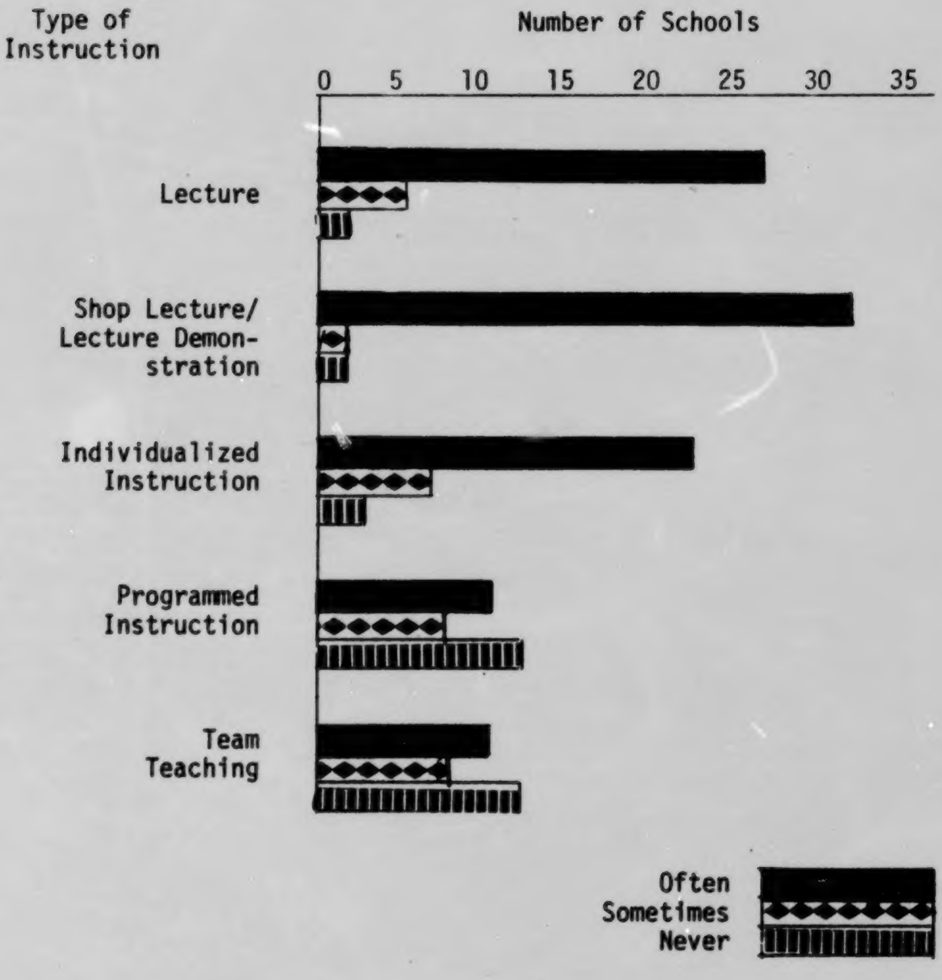
Programmed instruction was often used by 12 of the schools and never used by 13 of the schools. Team teaching was never used by 13 of the schools, but was often used by 11 of the schools.

Utilization of Instructional Media

The frequency of use of instructional media was sought by having the administrators indicate they used each media often, sometimes, or never. Graph 13 depicts the frequency of use of each type of media by all of the 33 schools. Table 4 details the frequency of use of each type of media by type of school.

Graph 12

Utilization of Instructional Methodologies



The most frequently used media were filmstrips and individualized learning activity packages. The media most often reported as never being used were videotape and individualized learning carrels.

Filmstrips were often used by 14 schools and never used by nine schools. Twelve schools reported that they had often used individualized learning activity packages while 14 schools reported that they had never used them. Programmed texts were often used by 11 of the schools, but were sometimes used by eight schools, and never used by 14 schools. Thirty-five mm slides with tapes were sometimes used by 16 of the schools and never used by 11 schools. Fourteen of the 33 schools reported that they sometimes used 16 mm films and 15 reported that they never used them. Nineteen of the schools had never used 8 mm films or film loops while 10 had used them sometimes. Individualized learning carrels were never used by 26 schools and videotapes were never used by 27 schools.

Table 3

Uses of Instructional Methodology

Type of Instruction		Percentage of Use By Each School Type				
		Business	Vocational/ Technical	Self-Improvement	Cosmetology	Barber
Lecture	Often	83.3	85.7	66.7	86.7	50.0
	Sometimes	16.7	14.3	33.3	6.7	50.0
	Never	0	0	0	6.7	0
Shop Lecture/ Lecture Demonstration	Often	100.0	85.7	66.7	100.0	100.0
	Sometimes	0	14.3	0	0	0
	Never	0	0	33.3	0	0
Individualized Instruction	Often	66.7	42.9	100.0	73.3	100.0
	Sometimes	16.7	42.9	0	26.7	0
	Never	16.7	14.3	0	0	0
Programmed Instruction	Often	16.7	28.6	33.3	53.3	0
	Sometimes	16.7	0	0	33.3	100.0
	Never	66.7	71.4	66.7	13.3	0
Team Teaching	Often	0	14.3	66.7	46.7	50.0
	Sometimes	0	42.9	0	40.0	0
	Never	100.0	42.9	33.3	13.3	50.0

Graph 13

Utilization of Instructional Media for All Schools

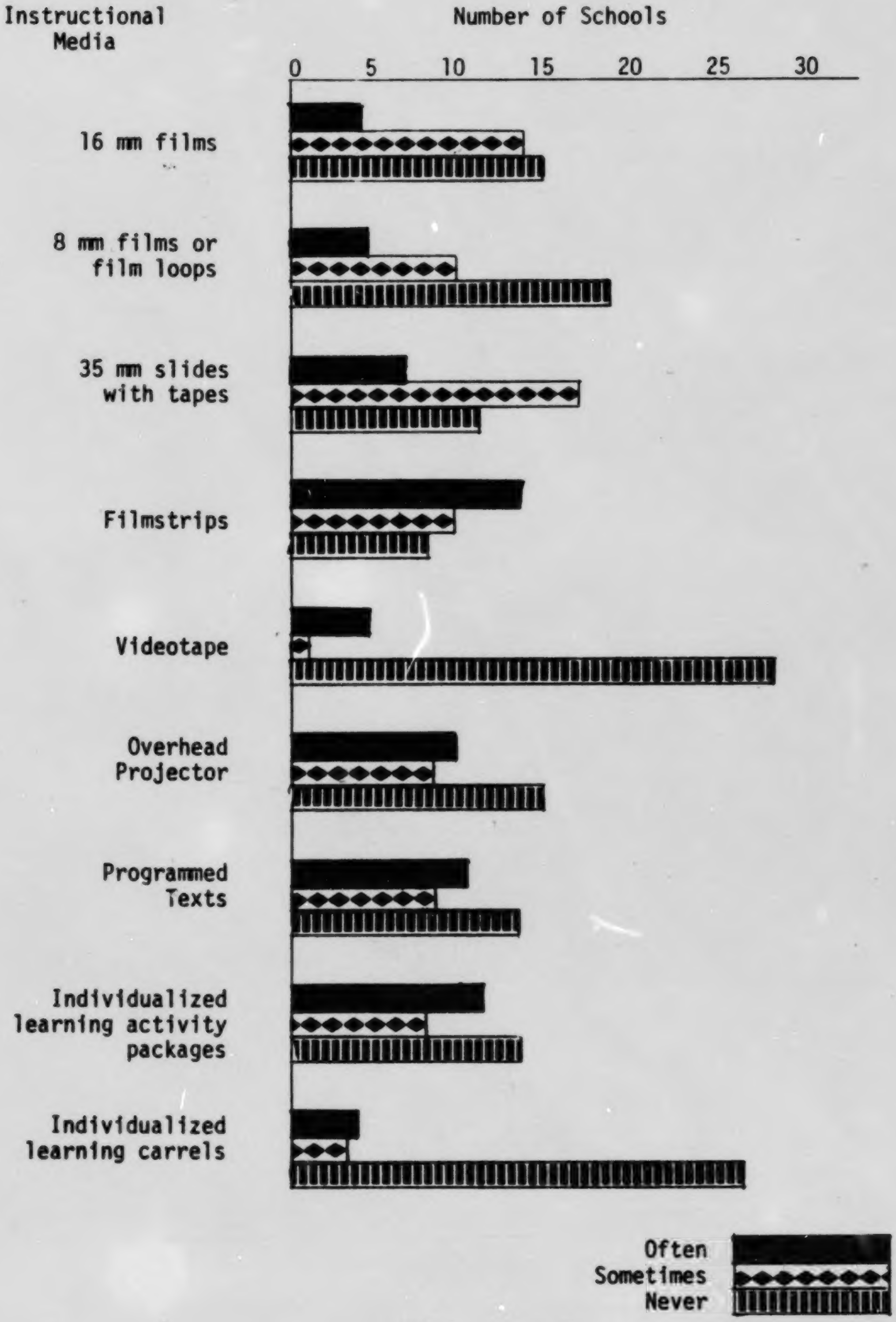


Table 4

Utilization of Instructional Media by Type of School

Instructional Media	Percentage of Schools					
		Business	Vocational Technical	Self Improvement	Cosmetology	Barber
16 mm films	Often	16.7	14.3	0	13.3	0
	Sometimes	50.0	28.6	0	60.0	0
	Never	33.3	57.1	100.0	26.7	100.0
8 mm films	Often	0	14.3	0	20.0	0
	Sometimes	33.3	42.9	0	33.3	0
	Never	66.7	42.9	100.0	46.7	100.0
35mm slides with tapes	Often	0	14.3	0	26.7	50.0
	Sometimes	33.3	57.1	0	60.0	50.0
	Never	66.7	28.6	100.0	13.3	0
Filmstrips	Often	0	28.6	0	73.3	50.0
	Sometimes	50.0	42.9	0	26.7	0
	Never	50.0	28.6	100.0	0	50.0
Videotape	Often	16.7	14.3	33.3	13.3	0
	Sometimes	16.7	0	0	0	0
	Never	66.7	85.7	66.7	86.7	100.0
Overhead Projector	Often	66.7	42.9	0	20.0	0
	Sometimes	33.3	14.3	33.3	20.0	50.0
	Never	0	42.9	66.7	60.0	50.0
Individual learning activity packages	Often	16.7	57.1	33.3	33.3	50.0
	Sometimes	66.7	14.3	0	6.7	50.0
	Never	16.7	28.6	66.7	60.0	0
Individual learning carrels	Often	0	14.3	0	20.0	0
	Sometimes	0	0	0	20.0	0
	Never	100.0	85.7	100.0	60.0	100.0
Programmed texts	Often	16.7	28.6	0	53.3	0
	Sometimes	33.3	28.6	0	13.3	100.0
	Never	50.0	42.9	100.0	33.3	0

Student/Instructor Ratio

Approximately 74 percent of the 102 programs identified in the 33 schools in the sample indicated a student/instructor ratio of 23:1 or less. A further analysis of student/instructor ratio by program indicated that four programs had one to five students per instructor. These four programs were the advanced programs in the cosmetology schools.

When the four programs within the range of one to five students per instructor were excluded, approximately 70 percent of the remaining programs fall within 6-23 students per instructor. Further analysis of this 70 percent indicated that 36.6 percent were in the range of 6-11 students per instructor in the classroom, 32.4 percent were in the range of 12-17 students per instructor in the classroom, and 30.9 percent were in the range of 18-23 students per instructor in the classroom. Seventeen programs were indicated by school administrators as having 30 or more students per instructor in the classroom. These 17 programs were made up of three vocational technical programs, 12 business school programs, one cosmetology program and one program from the self-improvement schools. The 10 remaining programs of the 102 programs offered by the schools in the study had a student to instructor ratio of from 24-29 to one.

Laboratory class size per instructor was primarily concentrated in the ranges of 12-17 to one and 18-23 to one. Twenty of the 102 programs were reported by the schools as having one instructor for 12-17 students, whereas 22 programs had one instructor for 18-23 students. Thirty-three programs did not use laboratory activity. These thirty-three programs included 11 programs in the self-improvement schools, 19 programs in the business schools, and three programs in the vocational technical schools. In the category of 30 or more students per instructor in the laboratory class were 10 programs. The 10 programs were offerings of vocational technical schools.

Student Evaluation

The school administrators were asked to best describe their schools' philosophies on informing the student of his/her progress in coursework. The greatest number of schools used the letter grade system with 11 of the 33 schools indicating this response. Eight schools have numerical grades; five conducted student/instructor conferences; four gave only pass/fail indications; and three gave general description evaluations (excellent, average, or below average). Two schools did not respond as to the type of grading they used or as to whether they gave grades.

Proficiency Testing

Students in 13 of the 33 schools are allowed to proficiency some part of their coursework. Of the thirteen schools which allowed proficiency credit, three were business schools, three were vocational technical schools, two were self-improvement, four were cosmetology schools, and one was a barber school.

The schools were asked to explain the conditions under which students were allowed to proficiency out of coursework. The three business schools gave the following explanations:

1. The school administrators prefer that the student review the material, but he/she is allowed to take a proficiency test if he/she so desires.
2. The school staff tests the students for skill competencies.
3. The students may be tested for skill competencies and receive credit if they pass the test.

The three vocational technical schools which stated that they would give students proficiency tests said the following:

1. The school would give the tests if the students can demonstrate and document other studies.
2. The students are tested on both the practical aspects and theory.
3. The students' abilities and backgrounds determine whether the school will test them.

The cosmetology schools giving proficiency tests stated that the students' abilities are evaluated on the basis of their actual work performance and they are then allowed to move to another level or section of instruction.

The self-improvement and barber schools gave no substantive explanations to this question.

Transfer Credit

Of the thirty-three schools surveyed, 22 allowed transfer credit for work completed at other institutions, and 11 did not. The 22 schools which allowed transfer credit were spread among the five types of schools as follows:

Business	4 of 6
Vocational Technical	3 of 7
Self-Improvement	0 of 3
Cosmetology	13 of 15
Barber	2 of 2
	22 of 33

The 22 schools which accepted transfer work from other schools gave the following explanations for this policy:

The four business schools reported that they accepted transfer credit 1) if the previous work is accepted by the school's standards, or 2) if the student can pass the school's proficiency test, he/she will receive the credit for transfer work.

The three vocational technical schools stated that they accepted transfer credit only if the student first passed a proficiency test.

The 13 cosmetology schools reported they accepted transfer work 1) after an evaluation by school personnel; 2) by transferring through the Department of Registration and Education; and 3) if the credit had been earned in the last three years.

The two barber schools stated that they accepted only credit earned through other barber schools or credit transferred through the Department of Registration and Education.

Developmental Work for Low-Ability Students

Students who enter the proprietary schools with low abilities in reading, writing, and/or mathematics were able to receive developmental work at 20 of the 33 schools. Of the six business schools, four provided developmental work. Five of the seven vocational technical schools, one of the self-improvement schools, 15 cosmetology schools, and one of the two barber schools provided developmental work.

Some of the explanations given for this developmental work were as follows:

Vocational technical schools

1. Have remedial math program, but nothing in reading or writing.
2. Make arrangements through the local community college.
3. Set up special programs for students in groups or on an individual basis.

Business schools

1. Have a remedial reading class.
2. Use programmed materials outside of class.
3. Try to help individually.

The barber and beauty schools handled the need for remedial training on an individual basis as needed.

Accommodations for Physically Handicapped

The school administrators were questioned as to whether or not their schools make special arrangements to accommodate the physically handicapped. If they did, they were asked to explain the special arrangements. The twenty schools which did make special arrangements were divided among the five types of schools as follows:

Business	5 of 6
Vocational Technical	4 of 7
Self-Improvement	3 of 3
Cosmetology	6 of 15
Barber	2 of 2
	20 of 33

The explanations given by these twenty schools follows:

One of the business schools provides ramps for students in wheelchairs and another has accommodation only for blind and deaf students.

The vocational technical schools stated that their accommodations consisted of:

1. Work benches, toilets, ramps, wash basins for handicapped.
2. Working with individual students, but building has not been redesigned.
3. Building was designed for handling handicapped students--no steps, specially equipped bathrooms.

One self-improvement school provided special time blocks for groups of handicapped students, but they also work with them on an individual basis.

The cosmetology and barber schools stated that they would work with them on an individual basis, but many cosmetology schools felt that theirs was an area in which it would be difficult for a handicapped person to succeed.

Library Resources

The school administrators were asked whether or not their schools provided reference books, magazines, and journals for student use. And, if so, was a specific library area set aside for students to use these materials. Thirty-one of the 33 schools provided reference books, magazines, and journals for student use and 30 of the schools designated a specific area for students' use of these materials. Two schools which did not provide reference books or a library area were a business school and a self-improvement school. A second business school did provide reference books for student use, but indicated no specific area as a library area.

Discontinuance of Coursework by Students

Several reasons which could possibly cause students to discontinue school coursework were listed. To each of these reasons, the school administrators were asked to give a rating (often, sometimes, never) as to the frequency which they felt that the factor was the cause of a student's discontinuance. The factors listed were as follows:

1. lack of financial resources
2. low student ability
3. personal problems
4. employment secured
5. student moved
6. low student motivation

An overview of all the schools is given here. A breakdown by type of school is given in Table 5.

Table 5

Frequency of Reasons for Students Discontinuing Their Coursework

N = 33

Reasons for Discontinuance		Type of School				
		Business (N = 6)	Vocational Technical (N = 7)	Self-Improvement (N = 3)	Cosmetology (N = 15)	Barber (N = 2)
Lack of Financial Resources	Often	0	57.1	33.3	46.7	50.0
	Sometimes	33.3	14.3	33.3	20.0	50.0
	Rarely	66.7	28.6	33.3	33.3	0
Low Student Ability	Often	16.7	14.3	0	6.7	0
	Sometimes	33.3	14.3	0	40.0	50.0
	Rarely	50.0	71.4	100.0	53.3	50.0
Personal Problems	Often	16.7	42.9	0	26.7	0
	Sometimes	50.0	28.6	33.3	66.7	100.0
	Rarely	33.3	28.6	66.7	6.7	0
Secured Employment	Often	0	0	0	0	0
	Sometimes	50.0	42.9	33.3	40.0	0
	Rarely	50.0	57.1	66.7	60.0	100.0
Student Moved	Often	0	0	33.3	6.7	0
	Sometimes	50.0	14.3	33.3	26.7	100.0
	Rarely	50.0	85.7	33.3	66.7	0
Low Student Motivation	Often	16.7	28.6	0	20.0	0
	Sometimes	33.3	57.1	33.3	6.7	0
	Rarely	50.0	14.3	66.7	73.3	100.0

The most frequent reasons reported for discontinuance were lack of financial resources and personal problems. The factors which were reported most frequently as rarely causing discontinuance were: low student ability, employment secured, student moved, and low student motivation.

The factor which was reported most frequently as often causing discontinuance was lack of financial resources, which was rated as often by 13 of the 33 schools. It was, however, at the same time reported as rarely causing discontinuance in 12 schools. Eight schools reported that lack of financial resources was only sometimes a cause for discontinuance.

The second most frequent reason for discontinuance was personal problems which was reported as such by eight schools. Eighteen schools estimated that it was sometimes a reason for discontinuance and only seven schools said that it was rarely a reason. Six schools reported that low student motivation was often a reason for discontinuance while 19 said it was rarely a reason and eight said it was sometimes a reason.

Twenty schools reported that low student ability, securing employment, and student moved were rarely reasons for discontinuance of coursework.

Low student ability was reported as sometimes causing discontinuance of coursework by ten schools and as often causing discontinuance by only three schools.

Besides being rated as rarely causing discontinuance of coursework by 20 schools, employment secured was also reported as sometimes causing discontinuance by 13 schools.

Student relocation was reported as sometimes being a reason for discontinuance by 11 schools and as often a reason by only two schools.

Discontinuance of Programs by School

Only five of the 33 schools had discontinued any of their programs within the last five years. Two of these schools were business schools and three were vocational technical schools.

The reasons these two business schools gave for discontinuing their programs were: 1) financial reasons; and 2) jobs unavailable/lack of employer demand for that particular program.

The three vocational technical schools stated that the reasons they discontinued programs were: 1) financial reasons; 2) jobs unavailable/lack of employer demand; and 3) low student interest (low application for enrollment).

Addition of Programs by School

In the past five years, 12 of the 33 schools had added programs at their schools. Of these 12 schools, three were business schools, four were vocational technical schools, one was a self-improvement school, three were cosmetology schools, and one was a barber school.

The 12 schools which stated that they had added programs in the past five years were asked to check as many reasons as applied to the program additions. Four schools stated they added programs for financial reasons. One school had added programs during a change of ownership or management. Three schools added programs because of high student interest. Programs were added in four schools because of jobs currently available or because of high employer demand for that skill. Four schools gave other reasons for adding programs. None of the schools stated that they added programs because of community college competition.

The three business schools which added programs in the last five years did so because of the following reasons:

1. financial reasons
2. change of ownership or management
3. manpower needs survey
4. high student interest
5. jobs available/employer demand

The four vocational technical schools stated that they added programs in the past five years because of the following reasons:

1. financial reasons
2. manpower survey
3. jobs available/employer demand

Only one self-improvement school had added programs in the past five years and this addition was because of high student interest.

Three cosmetology schools have added programs in the past five years. The reasons they gave were as follows:

1. financial reasons
2. high student interest
3. state requirement

Only one barber school had added any programs in the past five years; its reasons were not revealed.

Instruction on Job-Finding Techniques

Twenty-eight of the 33 schools included instruction on job-finding techniques and/or employment interviewing. The five schools which did not provide instruction on job-finding techniques and/or employment interviewing were two business schools, one self-improvement school, and two cosmetology schools.

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Instruction on Working Relationships

The schools were asked whether their programs included instruction on employee/employer and/or co-worker relationships. Only three of the 33 schools did not provide this type of instruction--one vocational technical school and two cosmetology schools.

Cooperative Programs

Twenty-seven of the 33 schools indicated that they did not provide a supervised work experience program in cooperation with another business or industry. The six which did were three business schools, two vocational technical schools, and one self-improvement school.

Advisory Committees

Only eight of the 33 schools interviewed reported that they utilized formal business/industry advisory committees for their programs. Of these eight schools, three were vocational technical, one was a self-improvement school, two were cosmetology schools, and two were barber schools.

Administrative Policy

The administrative policies which were investigated included such items as placement services, recruitment techniques, the competition for students, and types of public support for proprietary schools.

Placement Services

A majority of schools (88 percent) did provide a placement service for program completors. Of the 29 schools, 24 provided the service at program completion, 21 provided placement service for an unlimited number of years, and none of the schools charged a fee to the student.

Nineteen of the 29 schools providing placement services to the students gave assistance in developing resumes. Of the 10 not giving resume-writing assistance, seven were cosmetology schools, two were barber schools, and one was a vocational technical school. Most of the cosmetology and barber schools explained that they do not help with resumes because their students do not have a need for resumes.

Interview practice was provided by 24 of the 29 schools who provided placement services and 26 of the 29 schools maintained files of personal references and grades on the students. The practice of inviting prospective employers to interview students at the school was used by 17 of the 29 schools. Nearly all of the schools (97 percent) provided information to students on current job openings.

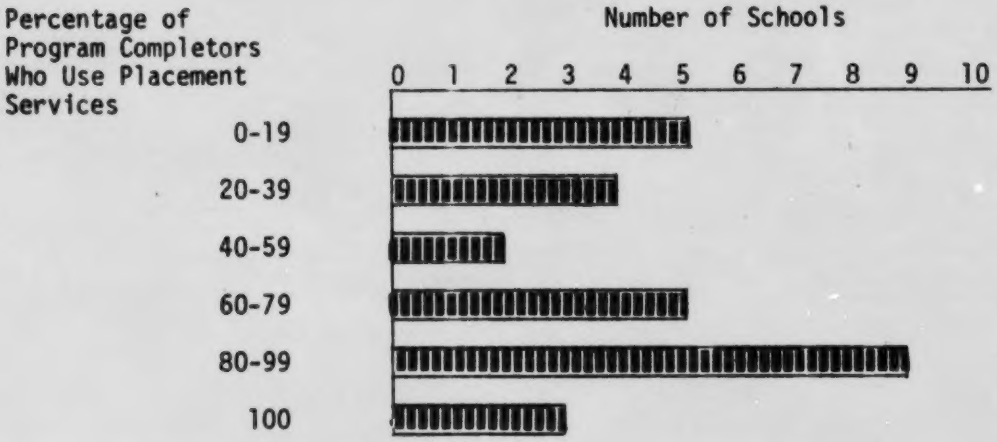
Graph 14 shows in detail the percentage of program completors who utilized placement services. As indicated by Graph 14, nine schools (31 percent) reported that 80-99 percent of their students do use their placement service.

The administrators were asked what percentage of program completors were placed in jobs they were trained for by their schools. Ten percent reported that the students they trained were employed before attending the proprietary schools but were attending the schools for further training or for self-development training. Sixty-one percent of the schools reported that 80-99 percent of the program completors were placed in jobs they had been trained for by the schools. Twelve percent of the schools reported that all (100 percent) of their students were placed in jobs for which they had been trained.

Graph 14

Percentage of Completors Who Use Placement Services

N = 29*



*One school did not respond

Awareness of State Approving Agencies

Sixty-seven percent of the schools indicated that the state agencies which approved their schools were aware of their needs. Eleven schools (33 percent) (five of 15 cosmetology schools, five of seven vocational technical schools, and one of six business schools) indicated that the state agencies which approved their schools were not aware of the needs of proprietary schools. The responses these schools provided concerning their feeling on the awareness of state approval agencies have been summarized by type of school.

Business schools:

1. The state agencies were being pressured into being more aware.

Cosmetology schools:

1. The requirements for small schools are too rigid.
2. There is no communication between the state agencies and the schools.
3. The regulatory agencies are more public school oriented and are unaware of the needs of cosmetology schools.
4. The people employed by the state agencies have no prior knowledge or background in the areas which they are supposed to be helping.

Vocational technical schools:

1. The state agencies should service in a consultant capacity and not a policing or regulatory capacity.

2. The state agencies are too theoretical in their regulations.
3. State agency employees have no private school background and, therefore, cannot understand their needs.
4. Abiding by too many rules and regulations can drive the proprietary schools out of business.

Competition with Community Colleges for Students

When proprietary school representatives were asked if they felt there was competition for students between their schools and public community colleges, 70 percent reported that they felt there was little or no competition, while 30 percent felt that there was competition for student enrollment. The 10 schools (30 percent) who felt that there was competition were divided as follows:

Business	3 of 6
Vocational Technical	4 of 7
Self-Improvement	1 of 3
Cosmetology	2 of 15
Barber	0 of 2
	10 of 33

When asked to comment on why they felt there was competition, one business school indicated that there was an overlapping of coursework. The vocational technical schools felt the public community colleges' attraction was that students could receive financial aid for the same type of programs.

Attractive Aspects of School

The schools were asked to rate the importance (very important to not important) they felt students attached to various aspects of school policy and program. The responses are shown on Graph 15.

Reputation of the school was felt to be very important by the greatest percentage of schools (91 percent). School reputation was rated somewhat important by nine percent of the schools, and none of the schools thought it was not important.

"Emphasis on practical training" was considered very important by 88 percent of the schools; as somewhat important by six percent of the schools; and as not important by six percent of the schools.

The importance ratings for "specialized program" were: very important, 58 percent; somewhat important, 33 percent; and not important, nine percent.

Fifty-five percent of the schools rated "convenient starting date" as very important; 39 percent as somewhat important; and six percent as not important.

"Location of the schools" was rated as very important by 55 percent of the schools; as somewhat important by 36 percent of the schools; and as not important by nine percent of the schools.

"Program cost" was rated as very important by 52 percent of the schools; as somewhat important by 33 percent; and as not important by 15 percent of the schools.

"Job placement ability" and "program cost" were each rated as very important by 52 percent of the respondents. Twenty-seven percent rated "job placement ability" as somewhat important and 21 percent rated it as not important.

The "offer of financial assistance" was rated lower in importance by the schools, with only 46 percent rating it as very important, 18 percent rating it as somewhat important, and 36 percent rating it as not important.

"Length of time required" received the lowest rating of all the listed aspects. It was rated as very important by only 33 percent; as somewhat important by 40 percent; and as not important by 27 percent of the schools.

The aspects of "location," "starting date," "specialized program," "reputation," and "practical training" were all rated at least somewhat important by at least 90 percent of the respondents.

As indicated by Graph 15, the school administrators felt that school reputation, practical training, and specialized programs were the three most important assets of proprietary schools.

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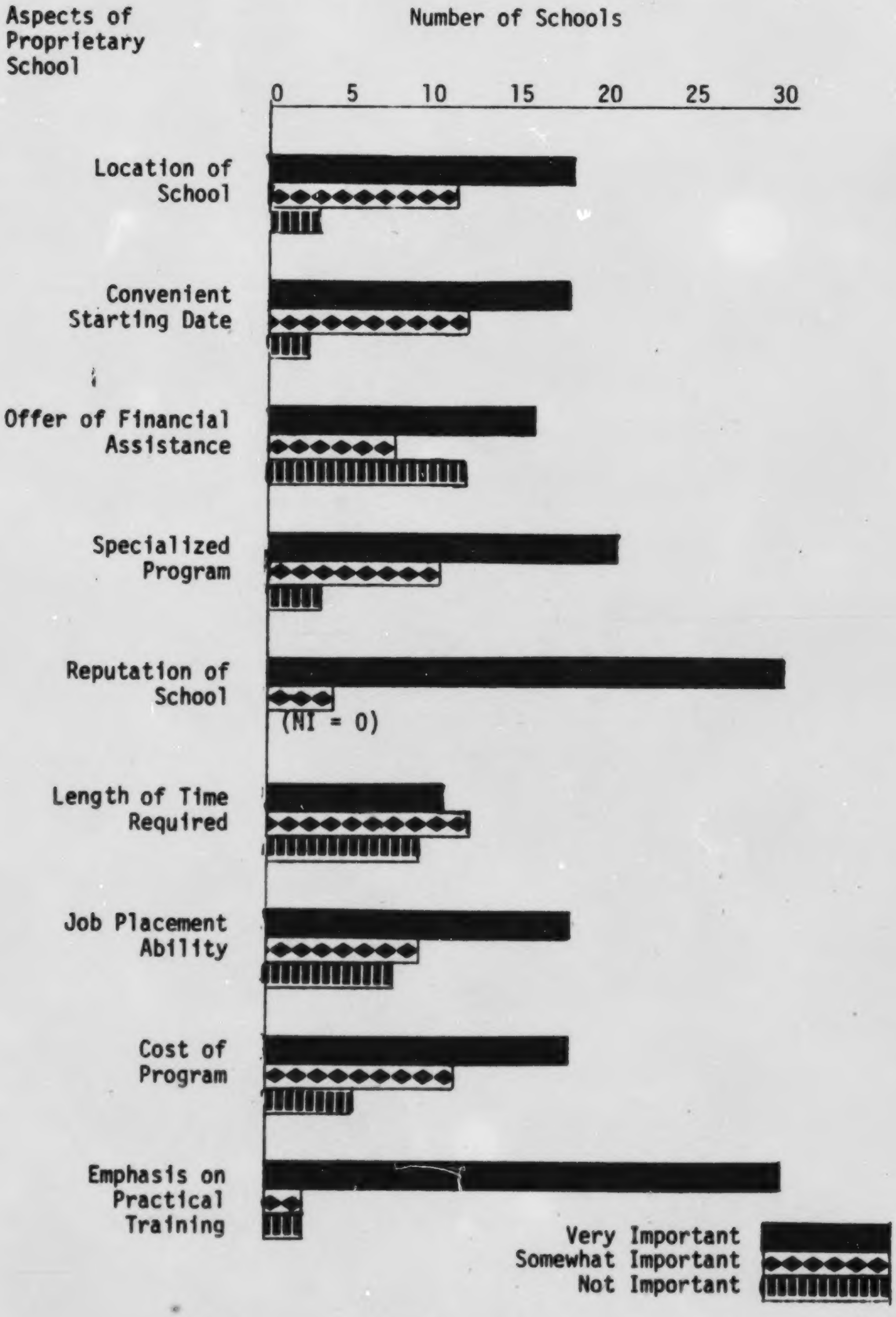
Graph 15

Importance of Certain Proprietary School Aspects

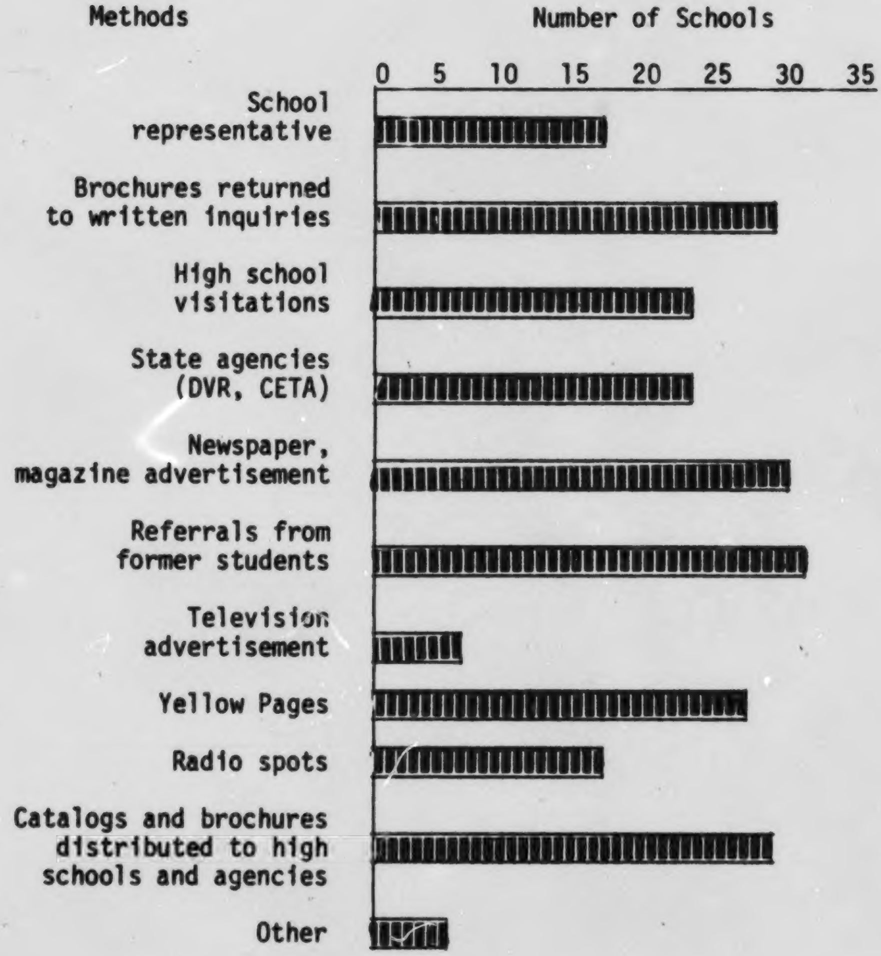


Recruitment Methods

The most widely used method of recruitment among all the surveyed proprietary schools was referrals from former students, used by 94 percent of the schools. Those schools not recruiting students by means of referrals were a vocational technical school and a cosmetology school.

Graph 16

Recruitment Methods



Newspaper and magazine advertisements were used for recruitment by all schools except one business school, one vocational technical school, and one cosmetology school. Eighty-two percent of the schools used yellow pages for advertising to students.

Eighty-eight percent of the schools used the practice of mailing brochures to written inquiries, and 85 percent of the schools distributed brochures and/or catalogs to high schools and agencies. Recruitment by high school visitations and referrals from state agencies (DVR, CETA) were both used by 73 percent of the schools. School representatives (agents, sales personnel) were used by 52 percent of the schools surveyed. Other methods of recruitment, i.e., radio spots, television advertisements, etc., were used by less than 50 percent of the schools.

Benefits of Direct Service and/or Support from the State

The administrators were asked their opinions as to which types of service or support would benefit most if proprietary schools in Illinois were to receive direct service and/or support from the state. The administrators ranked the top four in order of importance as follows:

1. Tuition grants for students
2&3. Instructional grants for specific programs
4. Institutional or program evaluations

The area which was ranked first by the largest number of schools (20 out of 33) was "tuition grants for students." All other services or supports were ranked number one by only three or fewer schools.

The schools ranked "instructional grants for specific programs" as the second item for service or support from the state. Nine schools ranked it second. Six schools ranked "general institutional, program or course cost reimbursement" as the second service or support. Six other schools ranked "reimbursement for programs cooperatively offered with public post-secondary vocational institutions" as their second choice. Other listed methods of service or support were ranked second by four or fewer schools.

The third highest ranking response checked by the schools to receive direct service and/or state support was "instructional grants for specific programs," which was also the second highest choice of all alternatives, as reported above. Other areas which were mentioned by several schools were "reimbursements for programs cooperatively offered with public post-secondary vocational institutions" and "instructional grants for serving specific populations." Other services or support categories received fewer than four checks for third most beneficial area of service or state support.

The area which was ranked as fourth most important by the greatest number of administrators was "institutional or program evaluations." Other areas which were ranked fourth by at least five schools were "general institutional, program or course cost reimbursement," "institutional grants for serving specific populations," and "publication of directory describing resident proprietary institutional offerings statewide." Other areas were ranked fourth by three or fewer schools.

Mixture of Total Post-Secondary Programs in the State

The administrators were asked to select the most descriptive statement among four which described the mixture of public and proprietary post-secondary programs in the state. Their responses were divided as follows:

33% Resident proprietary and public post-secondary programs tend to complement one another.

12% Resident proprietary and public post-secondary programs demonstrate an unnecessary duplication.

24% Resident proprietary and public post-secondary programs compete with each other for a limited number of students.

30% Resident proprietary and public post-secondary programs serve essentially different populations of students.

Faculty

The proprietary school representatives were asked to respond to questions in these areas:

1. faculty work experience
2. faculty education
3. faculty development

Number of Contact Hours for Full-Time Instructors

Of the thirty-three schools, 23 (69 percent) reported that the instructors in their schools were required to have seven or eight contact hours per day to be considered full-time instructors. One vocational technical school indicated a minimum of nine contact hours as the requirement. Two vocational technical institutions reported six contact hours per day as the minimum requirement for full-time instructors.

Four schools (two business, one vocational technical, one self-improvement) reported that they employed only part-time instructors.

Number of Full-Time Instructors

The number of full-time instructors employed in the proprietary schools ranged from two schools with one full-time instructor to four schools with 10-14 full-time instructors. The largest percentage (30.3) of the schools had at least two full-time instructors, and six schools had from five to nine full-time faculty members. (See Table 6)

Number of Part-Time Instructors

Eleven schools had no part-time instructors on their staff. Ten schools reported at least two part-time instructors, and one school (self-improvement) employed 20 or more part-time instructors.

Two of the seven vocational technical schools had from five to 14 part-time faculty members.

Eight of the 15 cosmetology schools used part-time people for instructors and both barber schools used part-time instructors.

Table 6

Number of Full-Time Instructors Employed in Schools

N = 33

Number of Instructors		Number of Schools	Percentage of Schools
0		4	12.1
1		2	6.1
2		10	30.3
3		6	18.2
4		1	3.0
5-9		6	18.2
10-14		4	12.1
	TOTALS	33	100.0

Criteria for Teacher Selection

The proprietary school administrators were asked to rate their criteria for hiring teachers as: very important, somewhat important, or not important.

The criteria considered very important by most of the school administrators were (1) personal appearance and characteristics with 81.8 percent (none reported this criterion as not important); (2) number of years of occupational experience (72.7 percent); and (3) interview impressions (72.7 percent). The criterion considered least important was the salaries required by the individual.

Other criteria receiving a very important rating were mentioned by business school administrators, who stated that teachers need to be experts in their field, need versatility of subject matter, and need to be willing to follow the basic philosophy of the school. The barber, vocational technical, and beauty school administrators said that the ability to motivate people and the ability to relate to young people were very important.

Table 7

Criteria in Hiring Teachers

Criteria	Very Important	Somewhat Important	Not Important
Level of Education	17	15	1
Occupational Experience	24	7	2
Salary Required	7	12	14
Recommendations	11	16	6
Personal Appearance	27	6	0
Teaching Experience	18	12	3
Availability	19	12	2
Interview Impression	24	8	1
Other*	8	1	1

*23 schools did not rank Other

Full-Time Instructor Benefits

As Table 8 indicates, all of the proprietary schools provided some type of benefit for the full-time instructors employed at their school.

Average Age of Full-Time Instructors

The average age of instructors employed at proprietary schools ranged from 20 to over 60 years. One business school and one self-improvement school each had an instructor 60 years of age or older, whereas the majority of the cosmetology school instructors were under 40 years of age.

Table 8

Benefits Provided to Full-Time Instructors

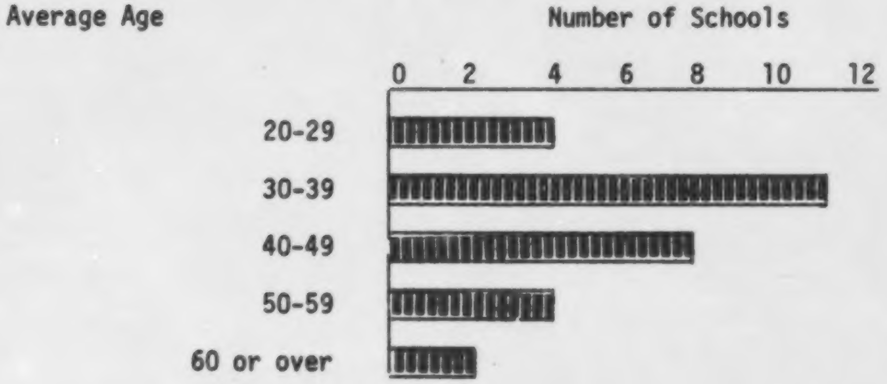
N = 29

Benefits	Number of Schools
Life Insurance	11
Health Insurance	17
Liability Insurance	15
Retirement Benefits	3
Profit Sharing	3
Paid Vacation	26
Sick Leave	22
Education Advancement Benefits	20

Graph 17

Average Age of Full-Time Staff

N = 29



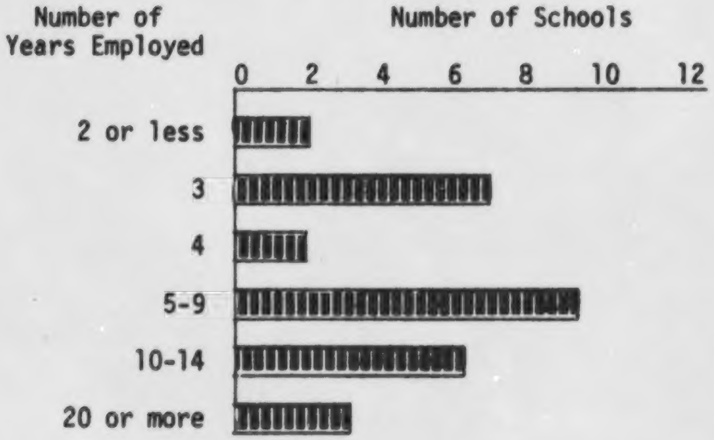
Average Number of Years of Employment of Full-Time Instructors

The average number of years the full-time instructional staff have been employed in the proprietary schools ranged from two years to 20 years or more.

Graph 18

Average Number of Years Full-Time Staff Employed

N = 29



Over half of those interviewed reported their full-time instructors had been employed on the average of five years or more.

One cosmetology school, one barber school, and one business school reported having their full-time instructors on the average of 20 years or more, while a majority of the cosmetology school instructors had been employed less than ten years.

Employment of Instructional Assistants

Over 63 percent of the proprietary school personnel interviewed do not employ instructional assistants to aid the lead instructor in the classroom or in the laboratory setting. One business school, three vocational technical schools, two self-improvement schools, five cosmetology schools, and one barber school comprised the 12 schools (36 percent) that do employ instructional assistants.

Evaluation of Instructional Staff

Twenty-six of the 33 proprietary school administrators reported that an informal evaluation of their instructional staff was conducted. Formal evaluations were conducted in seven of the 33 schools. The following table explains in detail the techniques used by the schools for their formal evaluation.

Table 9

Techniques Used in Formal Evaluations

Type of School	Techniques Used				
	Peer Evaluation	Administrative Evaluation	Student Evaluation	Self-Evaluation	Employer Feedback
Business (1)	0	0	1	0	0
Vocational Technical (2)	1	2	2	0	2
Self-Improvement (1)	1	1	1	1	1
Cosmetology (3)	1	3	1	3	3
Barber (0)	0	0	0	0	0

Instructional Staff Development Activities Used

A majority of proprietary school administrators did provide some form of development activities for their instructional staff. Over 78 percent (26 administrators) stated they subsidized travel to conferences, workshops, and industrial displays; 12 schools (36.4 percent) subsidized travel to existing facilities and schools conducting similar programs; eight schools (24.2 percent) employed consultants for in-service staff development; 18 schools (54.5 percent) provided employee reimbursement for additional education or training; 20 schools (60.6 percent) subsidized membership in professional organizations for staff members; six (18.2 percent) granted leaves of absences for faculty to pursue industrial or business sabbaticals; two schools (6.1 percent) reported other staff development activities. The other means of staff development were periodic staff seminars and follow-up of their alumni to determine what direction staff development should take.

Almost all of the administrators (32 out of 33) stated that they encourage their instructors to participate in professional organizations or activities.

Average Number of Years of Work Experience

The number of years of work experience in the occupation they teach among the proprietary school instructional staff varied from one year to over twenty years. The following table gives a breakdown:

Table 10

Average Years of Work Experience in Occupation of Instructional Staff

N = 33

Average Number of Years	Number of Schools	Percentage
1-4	6	18.2
5-9	5	15.2
10-14	11	33.3
15-19	7	21.2
20 or more	4	12.1

The figures in Table 10 indicate that the instructional staff in over half the schools in the sample have had ten years or more of work experience.

Highest Educational Attainment of Full-Time Instructors

In answer to the question regarding the educational attainment of their full-time instructional staff, 29 out of 33 administrators responded (four schools employ only part-time instructors). Table 11 shows this breakdown:

Table 11

Educational Attainment
for Full-Time Instructional Staff

School: N = 29*/Instructor: N = 122

Educational Level	Number of Instructors	Percentage of Total
High School Graduate	5	4.1
Trade School Diploma	11	9.0
Certificate	29	23.8
Associate Degree	7	5.7
Some College Work	30	24.6
Bachelor's Degree	26	21.3
Master's Degree	9	7.4
Doctor's Degree	1	0.8
Technical Training/ Industrial	4	3.3

*Four schools employ only part-time instructors.

Student Benefits and Facilities

The interview questions asked under this section dealt with the student benefits and facilities provided by the schools.

Student Housing

All thirty-three of the school administrators indicated they did not provide any type of housing for their students.

Student Financial Aid

According to the administrators, most students attending their schools receive financial aid of some type to assist in funding their education. Table 12 indicates the sources of student financial aid available in the corresponding number of schools.

Other sources of financial aid received by students included: employer payment or employer reimbursement, private business grants, foundation scholarships, public assistance, and Illinois Migrant Council assistance.

The figures in Table 12 indicate the primary sources of financial aid for proprietary students are from Veteran's Benefits, DVR or Social Security, and CETA. More than one type of financial aid was available in all schools.

Student Clubs and Organizations

Except for the cosmetology schools, most of the school administrators stated they did not encourage the development of social clubs or professional organizations for students.

In the cosmetology schools, seven of 15 said they did encourage their students to become involved in their own professional organizations.

Seven school administrators--two business, two vocational technical, and three cosmetology schools--reported having social clubs, professional organizations, intramurals and/or student councils for their students. The remaining 26 schools did not offer the outside activities.

Student Career and Personal Counseling

Over 87 percent of the school administrators said their schools did provide career development counseling and personal counseling for their students. Over 27 percent said the career and personal counseling was conducted by formally trained counselors. The counseling staff ranged from a single person or multiple persons hired specifically for this work to the school administrator handling the counseling along with other duties.

Table 12

Sources of Financial Aid to Students

N = 33

Sources	Number of Schools	Percentage of Schools
BEOG or SEOG	12	36.4
Veteran's Benefits	23	69.7
DVR or Social Security	25	75.8
CETA	23	69.7
State Guaranteed Loans	9	27.3
NDSL	6	18.2
Loan or deferred payment from the school	14	42.4
Federal work-study program	2	6.1
State Scholarship program	1	3.0
Bank Loans	12	36.4
Federally Insured Student Loans (FISC)	6	18.2
Others	7	21.2

Student Handbook

All the schools provided their students with a catalog; in addition, 39 percent of the schools provided their students with a manual or handbook that provided further explanations about classwork and utilization of the school facilities.

Cooperation/Readiness/Public Support

Most questions or statements in this category dealt with the opinions of proprietary school administrators toward agency approval, accreditation requirements, and views of general public and contractual arrangements. The responses from the proprietary school administrators ranged from strongly agree to strongly disagree.

For ease in understanding the responses, the statements or questions are included, as well as a breakdown of responses according to school type.

Statement #1:

Proprietary schools in Illinois are approved through numerous agencies, one agency approving all proprietary schools would be more advantageous.

Table 13

Single Agency Approval

N = 33

Type of School	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Business (6)	3	2	1	0	0
Vocational Technical (7)	2	2	2	1	0
Self-Improvement (3)	1	0	1	0	1
Cosmetology (15)	2	6	1	3	3
Barber (2)	0	1	0	0	1
TOTAL	8	11	5	4	5

Figures from the above table indicated that over half of the schools in the sample either agreed or strongly agreed that having only one agency approving all proprietary schools would be advantageous to them.

Statement #2:

There is unnecessary duplication of programs between the private and public educational institutions in the state of Illinois.

According to the figures in Table 14, approximately half of the proprietary school people thought there was unnecessary duplication of programs between private and public educational institutions. No one strongly disagreed with the above statement.

Table 14

Unnecessary Private and Public Educational Institutions Program Duplication

N = 33

Type of School	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Business (6)	0	1	3	2	0
Vocational Technical (7)	5	0	1	1	0
Self-Improvement (3)	1	0	1	1	0
Cosmetology (15)	4	5	1	5	0
Barber (2)	0	1	0	1	0
TOTAL	10	7	6	10	0

An overwhelming majority of the schools (97 percent) responded affirmatively to the question of whether the schools would be interested in cooperative and/or contractual arrangements in offering instruction with an area community college after administrative and financial matters were clarified. Thirty-two of the 33 schools responded that they would be in favor of such a cooperation and/or contractual arrangement. The one school which would not be in favor of such an arrangement was a cosmetology school.

Statement #3:

Mandatory state accreditation of proprietary schools by current state agencies would improve the image and quality of the proprietary school sector.

Table 15

Mandatory State Accreditation

N = 33

Type of School	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Business (6)	2	3	1	0	0
Vocational Technical (7)	1	2	1	1	2
Self-Improvement (3)	1	1	0	1	0
Cosmetology (15)	3	6	1	4	1
Barber (2)	0	0	0	1	1
TOTAL	7	12	3	7	4

Over fifty-eight percent of the administrators were in agreement that mandatory state accreditation of proprietary schools by current state agencies would improve their image and quality.

Statement #4:

Mandatory accreditation of all proprietary schools by an external evaluation agency on a periodic basis would benefit the proprietary schools.

A majority of the school administrators in the sample indicated they were either undecided or disagreed with the fact that an external evaluation agency would benefit proprietary schools.

Statement #5:

More stringent requirements for proprietary school representatives (agents) would aid in upgrading the image of the proprietary sector.

Only five school administrators disagreed that more stringent requirements for proprietary school agents would help to upgrade their image.

Table 16

Mandatory Accreditation by External Agency

N = 33

Type of School	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Business (6)	0	1	4	1	0
Vocational Technical (7)	1	2	2	2	0
Self-Improvement (3)	0	1	2	0	0
Cosmetology (15)	1	6	2	5	1
Barber (2)	0	1	0	1	0
TOTAL	2	11	10	9	1

Table 17

Requirements for Agents

N = 33

Type of School	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Business (6)	4	1	1	0	0
Vocational Technical (7)	1	2	1	2	1
Self-Improvement (3)	0	3	0	0	0
Cosmetology (15)	4	7	2	2	0
Barber (2)	1	1	0	0	0
TOTAL	10	14	4	4	1

Statement #6:

The general public in the state of Illinois has a basic knowledge and understanding of the purpose and objectives of resident proprietary institutions in the state.

Table 18

Public Knowledge of Proprietary Schools in Illinois

N = 33

Type of School	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Business (6)	0	0	1	3	2
Vocational Technical (7)	0	1	0	3	3
Self-Improvement (3)	0	0	0	3	0
Cosmetology (15)	0	3	3	7	2
Barber (2)	0	1	0	1	0
TOTAL	0	5	4	17	7

A majority of proprietary school administrators felt the general public did not have a basic understanding of the purposes and goals of proprietary schools in Illinois.

The remaining questions in this section were answered with a "yes" or "no" response.

Program Offerings Different from Main Location

Only four school administrators reported offering or having offered programs away from the school's main location. One was a business school, one was a vocational technical school, one was a self-improvement school, and one was a cosmetology school. The remaining 29 schools did not offer programs away from the main location of the school.

Over sixty percent of the proprietary school administrators had no report of contractual agreements with business, industry, or labor unions to train their employees or members in specific skills, and they had no future plans to contract with other agencies.

Thirteen of the 33 schools--two business, seven vocational technical, one self-improvement, one cosmetology, and two barber--reported having contractual arrangements with business, industry, or labor unions to train their employees or members. Further explanations on these contractual arrangements are:

1. Provided instruction in a specific skill to a group of workers from a local industry.
2. Contracted with industry to train single employees in a special area.
3. Wrote training program on a contract basis.
4. Helped a local industry with technical problems related to instruction within the school.
5. Sixty-five percent of school business was supported through direct contracting with business and industry.

Conduct of Self-Study

In answer to the question, "Does your school conduct a formal self-study on a periodic basis?", 21 schools or 63.6 percent said their school did conduct a formal self-study, and 12 schools or 36.4 percent said they did not.

The 13 nationally accredited schools indicated the self-study was conducted to fulfill accreditation requirements. In the remaining eight schools conducting self-studies, the study was undertaken periodically to assess their coursework and teaching techniques to provide a means of staying current for the benefit of the students.

CONCLUSIONS

The findings of the study support several conclusions concerning the characteristics of resident proprietary schools in the state of Illinois.

Accreditation/Physical Facilities/Enrollment

1. Illinois proprietary school owners display the professional approach as evidenced by the school's membership in local, state, and national associations, as well as their efforts in pursuing voluntary national accreditation.

2. Relocation or expansion of proprietary school facilities has been considered by proprietary schools as a means of better serving student needs.

3. Size of school facilities varies markedly with the type of training offered by the proprietary schools.

4. Proprietary schools utilize their facilities for administrative and instructional functions and commit little space to extracurricular or lounge areas.

5. Course work in proprietary schools is geared toward specific skill acquisition, and many of the schools offer instruction in a single occupational area.

6. Instruction in proprietary schools is available in most schools during the complete year with many schools providing course work in the evenings as well as during the day.

7. Entrance requirements are established by proprietary schools, but a degree of flexibility is evident in their relaxation of some requirements.

8. Tuition and fees vary markedly with the type of instruction provided by the proprietary school, but the costs for similar programs are consistent.

9. Student to instructor ratio varied by school type but was similar in schools offering similar course work.

Academic Matters/Learning Environment

1. The lecture or shop lecture/lecture demonstration was the most prevalent type of instructional methodology.

2. A wide range of instructional media was employed in the teaching situation with filmstrips and packaged materials utilized most frequently.

3. Proficiency testing and acceptance of credit from other schools were not allowed in a majority of the schools. Transfer of credit included some type of evaluation of the students by the receiving school before credit would be granted.

4. Developmental work for students with low abilities in reading, writing, and/or mathematics was available on a formal basis while a limited number of schools offered no help in these areas.

5. Schools' library resources and facilities were geared to the needs of the students in the particular schools and contained few materials that did not parallel the type of training conducted.

6. Proprietary schools' flexibility in adding or deleting programs according to market need was evident.

7. Successful placement of graduates was the goal of the proprietary schools as most had as part of their course work units of instruction on job-finding techniques and employee-employer relationships.

8. Proprietary schools make limited use of lay citizen or advisory committees.

Administrative Policy

1. Placement assistance services, although not provided by all schools, was utilized by the students in the proprietary sector.

2. State approval agencies were seen as being aware of proprietary schools' needs, but the majority of schools felt that one agency approving all schools would be more advantageous.

3. Proprietary school owners felt there was little or no competition for students as they served a different student population than public schools, and programs in public and proprietary schools tended to complement one another.

4. Proprietary schools place primary importance upon the reputation of the school and their emphasis on practical training as the major assets attracting students to enroll.

5. Proprietary school administrators/owners were highly interested in investigating the possibilities of cooperative and/or contractual arrangements with public vocational schools.

6. In the recruitment of new students, the proprietary schools utilized numerous approaches with referrals from former students, newspaper and magazine advertisements, and advertising in the yellow pages providing the best return for dollar invested.

7. Direct service and/or support from the state in the development of a program allowing for tuition grants for their students was viewed by the administrators as a desirable possibility.

8. Job placement of program completors in a majority of schools was above 80 percent, according to proprietary school administrators.

Faculty/Student Benefits and Facilities

1. Most propreitary school faculties included both full- and part-time instructors, and some schools utilized only part-time instructors.

2. When hiring instructional personnel, proprietary school administrators are interested in three primary criteria: the individual's appearance, their occupational experience, and the interview impression.

3. A degree of faculty stability could be seen from the fact that a majority of full-time instructors had been employed five years or more.

4. Formal evaluation of instructional staff was conducted in a limited number of schools.

5. Proprietary schools utilized a wide variety of instructional staff development activities including follow-up of students to determine staff and course work weaknesses.

6. Students in proprietary schools received financial aid from three primary sources: Veteran's Benefits, DVR or Social Security, and CETA; however, numerous sources of aid were available in many schools.

7. Student clubs and organizations sponsored by the proprietary school were limited.

8. Career and personal counseling was available in a majority of proprietary schools but was not always performed by formally trained personnel.

Cooperation/Readiness/Public Support

1. A majority of the proprietary school owners felt a restructuring of the approval system to allow one agency approving all proprietary schools would be more advantageous.

2. A majority of proprietary school administrators felt that a type of state accreditation of proprietary schools would improve the image and quality of their schools.

3. A large majority of administrators in the proprietary schools agreed upon the need for more stringent requirements be placed on sales representatives (agents).

4. Few proprietary school administrators viewed the general public as having an understanding of the objectives or general knowledge of proprietary schools.

RECOMMENDATIONS

From study of literature on proprietary education and from the findings of the current study, the following recommendations are areas for further study or modification.

1. Continued effort on the part of each level of government should be made to encourage proprietary and public vocational institutions to cooperate in offering occupational education programs in their respective areas via cooperative or contractual agreements.

2. Providing information and alternatives to securing occupational training through the publication of a comprehensive directory of all resident and correspondence proprietary schools as well as public schools should be continued.

3. In-depth research on the administrative policies of proprietary schools, career counseling, placement facilities, recruitment techniques, and follow-up procedures should be conducted.

4. An in-depth characteristic study of the instructional staff in resident proprietary schools should be made.

5. The possibility of conducting in-service teacher education workshops for instructional personnel in resident proprietary schools should be analyzed.

6. Program costs (tuition and fees) by type of proprietary school should be compared with costs for similar programs in public community colleges.

7. Instructional methodology, instructional delivery, and curriculum management of resident proprietary schools should be analyzed.

8. Additional study should be done on providing financial aid and assistance to students seeking occupational training in all post-secondary vocational institutions.

9. An in-depth study on the completion rate of students enrolled in correspondence schools, proprietary schools, and public post-secondary institutions should be conducted.

10. The current state evaluation of vocational program offerings be expanded on a voluntary basis to include proprietary schools.

11. State agencies approving proprietary institutions be limited to one overall approving agency regardless of type of proprietary school.

PHASE III

Public Policy, Regulation, and Financial Support for Resident Proprietary Education in the United States

INTRODUCTION
to
PHASE III

The purpose of Phase III was to report on the status of statebased policy planning and regulation for resident proprietary education. The objective was to collect data from each of the states concerning regulation of proprietary postsecondary vocational education and the feasibility of selected state alternatives for public cooperation and utilization of resident proprietary education resources.

The data was collected from a survey instrument mailed to the designated state director of vocational education in each of the 50 states and the District of Columbia. Responses were obtained from each of the 51 participants in the study.

BACKGROUND
for
PHASE III

The author of a recent book review compared mystery novels and football games. He stated that both satisfy the human need for stylized conventions and a ritualized structure from which emerge winners and losers in a neat finality. Each, the article states, imposes a degree of rationality on something that is essentially irrational.

Leaders involved in the field of postsecondary education often seek predictable organizations, manageable structures, rational processes, and winners. Such honest intentions authenticate the humanness of such leaders, yet often accomplish little to make the system less irrational.

While one may assume that educational or governmental systems, such as public postsecondary education within a state, evolved through rational processes, the composite impact of competing systems and sub-systems lies in want of rational inter-relationships. Economist Hazel Henderson suggests that many of our societal systems, such as postsecondary education, are such a labyrinth of units and variables that they become increasingly difficult to model. "Any system," she contends, "that connot be modeled connot be managed" (Toffler, 1975, p. 31).

Mann (1975) not only makes a case for bringing more rationality into the problematic area of educational policy development, but he also calls for definitions of policy problems. He suggested that considerations need to be given to public expectations, the consequentiality of policy decisions, societal uncertainity, as well as system complexity.

Even the important first step of system definition becomes difficult when dealing with policy for postsecondary education. Conventional wisdom prior to 1972 held that higher education was comprised of public and private colleges, universities, junior colleges, and vocational institutes. With the passage of the Educational Amendments of 1972, there was a shift in both term and definition. Higher education was replaced by the term postsecondary education and concomitant definitional expansion occurred. Postsecondary education included, along with the conventional colleges and universities, the external degree and non-traditional programs, the community and the two-year colleges, and the proprietary schools (Marland, 1974).

The implications for such redefinition were given dimension in a staff report of the National Commission on the Financing of Postsecondary Education. Employing a conventional definition "about 11,000 institutions enrolling about 10 million individuals are routinely accepted by national policy makers as a part of the postsecondary education enterprise." Viewed within the broadened context, "postsecondary education included almost 78,000 institutions enrolling about 24 million individuals" (NCFPE, 1974, p. 3). The

Commission report indicated that of the 78,000 institutions in the broader definition approximately 11,000 non-collegiate institutions made up in large part by proprietary, vocational, and trade schools (NCFPE, 1974, pp. 65-66).

This more inclusive legislative definition which recognized proprietary schools was consistent with leading thought concerning the changing nature of postsecondary education. The documents of the Carnegie Commission on Higher Education implied that postsecondary education develops intellectual skills, contributes to the socialization of the young, provides vocational preparation, screens individuals, conducts research, and provides a reasonably wide range of services (Mayhew, 1973). Within this context the Commission suggested that "proprietary schools do well as single-purpose human capital creating institutions" (Carnegie Commission, 1973, pp. 22-23). The nature of this single-purpose was specified as one "to provide occupational training aimed at placing students in full-time jobs in the shortest time possible" by the National Commission of the Financing of Postsecondary Education (NCFPE, 1974, p. 77).

Despite this new definitional relatedness proprietary schools, their operation, and their students have been largely ignored by higher education community (Erwin, 1975). Moses (1971, p. 5) suggests that such schools have been considered by many as a part of the "education periphery" along with education programs in the military, in business, in private associations, and anti-poverty programs. Wilms (1973) speculates that the profit-seeking nature of proprietary institutions has been the source of much of the ostracism since the public interest is frequently associated with public support of education. Another related distinction revolves around the contention that whereas public schools depend upon the political process for resources, proprietary schools depend most heavily on the market place mechanism (Wilms, 1973).

The Educational Amendments of 1972 sought to bring a greater sense of rationality to statewide planning for postsecondary education by mandating the establishment of comprehensive statewide planning bodies known as the "1202" Commissions. These Commissions were to be "broadly and equitably representative of the general public and private nonprofit and proprietary education in the state" (U.S. Congress, 1972, p. 89).

This legislation set the stage for coordinated planning however, additional fundamental obstacles existed which limited the proprietary sector's active integration into broad-based postsecondary planning. First, was paucity of information upon which planning decisions could be made. While confirming the need for basic information about proprietary schools, one author suggested that "there are very few concrete data about them" (Shoemaker, 1973, p. 71). Another suggested that "literature on proprietary vocational training is as scarce as that on public vocational education is voluminous" (Wolman, Campbell, Jung, Richards, 1972, p. 10).

A second obstacle to achieving good representation in the planning process is the diversity among proprietary schools. Public community colleges appear homogeneous when compared to proprietary schools. A 1973 study indicated that there were 7,016 occupational schools which enrolled nearly 1.6 million students in 1972-73. A majority of these are operated for profit yet they demonstrated a wide variety of management structures. Approximately 66 percent were managed by corporations, 18 percent by partnerships, and 16 percent by single proprietors (NCFPE, 1973, p. 16). In addition, these institutions demonstrated diversity in size, variety of programs, and cost to student (Trivett, 1974).

Even with good intentions for generating and collecting data, for developing a functional typology of institutions, and for planning appropriate representation, states have enjoyed only moderate success in coordinated planning. The Carnegie Council on Policy Studies in Higher Education stated that one reason for unsatisfactory planning for postsecondary vocational education, of which proprietary education was a part, was the lack of coordination among state boards for vocational education, higher education, and community colleges (Carnegie Council, 1975).

Public supported leadership of proprietary education has been extremely obtuse. State education offices and personnel have limited contact with the proprietary sector except in the area of licensing and approval. State-based activity related to proprietary institutions has been historically and functionally limited to regulation, licensing, certification, and approval (Nerden, 1971).

Even this limited leadership role for integration of proprietary education into in the postsecondary complex of the states has come under harsh criticism. One report indicated that states have not introduced and endorsed standards of honesty and quality. Sometimes due to non-existing and obsolete laws, weak laws, weak administration, or mere neglect, abuses have resulted (National Advisory Council, 1975).

The process of bringing more coordinated rationality to planning for a state's total effort in postsecondary education is intricate. Incorporating a historically alien and lesser known sector such as proprietary education into comprehensive statewide education planning is especially difficult. Despite the several mandates to encourage such integration, more information is needed.

RELATED WORK
for
PHASE III

The nature of this investigation was primarily exploratory. Emphasis was placed upon determining the status of regulation of proprietary education, postsecondary education planning, impact of proprietary education, and feasible state alternatives for public cooperation and utilization of resident proprietary education resources.

Within this fourfold framework, the topic of proprietary institution regulation has attracted considerable research attention. Notable among such studies is an analysis focusing upon (1) consumer protection, (2) administrative structure, and (3) statutory and administrative strengths and weaknesses. The study was conducted by the California Postsecondary Education Commission and involved 16 states. Its purpose was to compare collected states' data against California's practices, policies, and procedures. Resultant recommendations provided for a shift in administrative responsibility for proprietary regulation, redefinition of regulatory intent, as well as, addition of new provisions within the state's education code (CPEC, 1976).

Studies by Klinger (1958) and Hamilton (1958) provided detailed state by state analysis of regulation and licensure. Hilton (1964) ascertained the statutory authority for state to regulate and supervise proprietary education. He also reviewed, compiled, and tabulated all state statues to identify common areas of agreement. Canada (1972) built upon the work of others by identifying criteria for proprietary school law enactment or revision. He also determined differences in judgements between state administrators and proprietary institution administrators concerning these criteria.

The Education Commission of the States provided a comprehensive yet relatively practical approach to the issue of regulation for proprietary institutions in its Model State Legislation developed in 1973. The competence of the plan was attested to by representatives attending two major national conferences on the document held in 1974. However, widespread acceptance or enactment has not yet occurred (CPEC, 1976).

The results of the statebased research on regulation of proprietary institutions generally concludes that state laws represent potpourri of rules and are not effective. One study provides a statement on regulation which summarizes the state of the art.

> State licensing laws vary from none to weak to strong. It is easy to demonstrate that they are not working, because if they were working, and if they were effectively enforced, then we would have no abuses (Arnstein, 1975, p. 396).

The topic of postsecondary education planning is more frequently the object of essays than actual research. This is particularly evident when one seeks to define the role of proprietary vocational education in total state planning for postsecondary vocational education. The Education Amendments of 1972 mandate the establishments of state planning bodies referred to as 1202 Commissions. The Commissions were charged to broadly and equitably represent the general public, and public and private non-profit and proprietary education of the state. Such action formalizes the intent to include proprietary education in state postsecondary education planning. However, no assessment of proprietary sector participation in these state Commissions has been conducted to this author's knowledge.

The topic of impact of proprietary education upon postsecondary education has been described in two dissimilar research efforts. The first was primarily a study of the accessibility of vocational education in Illinois. The authors suggested that the value of education, public or proprietary, is often a function of a particular program's accessibility or meaningfulness, and that students have "voted with their feet" when they attended or enrolled (Hamilton, Nolfi, Spence, & Nelson, 1975, p. 15). The study emphasizes four factors of accessibility: (1) existence of a program; (2) geographical availability; (3) temporal availability (at times of day and months of the year when most useful); and (4) cost. The primary limitation on the accessibility of proprietary, vocational institutions was high program cost according to the study (Hamilton, et.al., 1975, pp. 14 and 67).

Erwin (1975) assessed the impact of the proprietary school upon the collegiate sector. He developed five views of such impact:

1. Most proprietary schools do not compete for students directly with colleges.

2. Few proprietary schools are presently in a position to attract federally-assisted, low-income students who might otherwise attend collegiate institutions.

3. The proprietary schools' greatest potential impact may result from their ability to divert federal assistance, not students, from collegiate institutions.

4. Private and public four-year institutions will become subject to increased pressures for the expansion or establishment of comprehensive sub-baccalaureate degree occupational programs.

5. Collegiate institutions must explore alternatives to the duplication of proprietary school programs if they are to minimize impact. (Erwin, 1975, pp. 52-54).

Erwin further suggests that collegiate institutions can pursue one of three alternative courses in view of the impact of proprietary education: (1) expansion of occupational programs; (2) maintenance of the status quo; or, (3) expansion of non-occupational programs (Erwin, 1975, p. 55). Selection from among these alternatives need not result in colleges duplicating proprietary institution programs according to the author's conclusion.

The topic of feasible state alternatives for public cooperation and utilization of resident proprietary education resources has been explored in several studies (Katz, 1973; Carnegie Council, 1975; and Shoemaker, 1973). The analyses were generally provided in the form of proposed alternatives or potential actions, not upon tested opinion or evaluated feasibility. Fulton (1973) cited the ability of proprietary students in New York and Pennsylvania to have equal access to state scholarship programs as a workable practice for public utilization of proprietary education resources.

Hyde (1974) suggested the need for tax subsidation of proprietary education via individual student financial support in order to maintain such institutions as a vital component of postsecondary education.

The benefits to public community colleges and proprietary institutions for utilizing cooperative contractual agreements for instructional delivery were detailed by a staff report of the Illinois Board of Higher Education (1974). The practice of such agreements has been utilized over a five year period.

METHODOLOGY
for
PHASE III

This study was conducted to answer the question, "What are the states doing in the area of policy planning, regulation, and cooperation in postsecondary vocational education that involves resident proprietary education?" The question was posited in a manner which would provide aggregate data and also permit some comparisons between states.

A survey instrument of 33 questions with a total of 65 variables was administered via mail to the designated state directors of vocational education in each of the 50 states and the District of Columbia. The instruments were mailed in March of 1977 and responses collected from all 50 states and the District by May of 1977.

The study was a modified replication of one conducted a year earlier with the chief executive officers of postsecondary education in each state. One addition to the instrument for the current study was an item requesting name, title, and agency identification of the individual who completed the instrument. While the instrument was mailed with a personal cover letter to each designated state vocational director, it should be noted that the individuals completing the response apparently represented the state vocational agency in 25 of the 51 responses.

A sample cover letter and a copy of the mailed survey instrument is included in the Appendix.

FINDINGS for PHASE III

The 33 questions which comprised the survey instrument were generated from five major areas of concern:

1. Scope and characteristic data on resident proprietary institutions within the state.

2. Administrative organization data regarding the management of policies and regulation for resident proprietary institutions.

3. Self-perceived role and impact data on public vocational and proprietary educational opportunities with the state.

4. Type and kind data concerning regulatory policies for proprietary institutions within the state.

5. Data on cooperation between public and proprietary interests in postsecondary vocational education planning and programs.

The findings described within this section highlight the primary questions related to each area of concern.

Scope and Characteristic Data

The scope of resident proprietary education within the states provided a context within which additional data was offered. Five states estimated that the headcount enrollment in resident proprietary institutions within their states was under 1000 while another five estimated enrollments of 50,000 or over. There were 21 states or 41.2 percent of the respondents which reported estimated headcount enrollments in their states exceeding 10,000 students.

A wide variation regarding the number of resident proprietary institutions was exhibited by the states. Eight states reported having less than 25 such institutions. Six states reported having 300 or over. Nineteen states reported 100 or over resident proprietary institutions located within their state.

Information regarding the extent of corporate ownership was also provided. Six states indicated that from 25 to 74 percent of the proprietary institutions in their state were owned by larger business or corporations. However, 41 states or more than 80 percent of the states responding to the question reported that less than 24 percent of such institutions in their respective states were owned by larger organizations.

The influence of accreditation was indicated by the state responses concerning the number of resident proprietary institutions accredited by recognized regional, national, or professional associations. Eleven states indicated that less than 10 percent of their proprietary institutions were accredited while six states reported that between 50 and 100 percent of their proprietary institutions had such approval. A summary of the states' responses are provided in Table 19.

Table 19

Approximate Percentage of Accredited Resident Proprietary Institutions Within the State

N = 51

Percentage Accredited	Number of States	Percentage of States
Under 10	11	21.6
10 - 24	16	31.4
25 - 49	14	27.5
50 - 74	4	7.8
75 - 100	2	3.9
Non Respondents	4	7.8

Respondents were questioned as to the existence of any type of voluntary organization of proprietary institutions within their state such as an association, federation, or council. More than three quarters, 76.5 percent, of the states reported having such organizations. Ten states indicated that no such voluntary organizations exist. Two states did not respond.

Responsibility for Policies and Regulation

The Board authorized to administer the State Plan for Vocational Education had no responsiblity for governing, coordinating, or regulating resident proprietary institutions or programs in 26 of the states. In eight states the same Board has overall responsibility for both. However, in

17, one-third, of the states the Board authorized to administer the State Plan shares governing, coordinating, and/or regulating responsibilities with another body.

In a related matter, 33 states reported that there were currently no provisions within their State Plan for providing public support to resident proprietary institutions or programs. One third of the states indicated that such provisions currently existed. One state did not respond.

Focusing upon "regulation" of resident proprietary institutions, states identified by name the agency, commission, or board which held primary for same. Thirty-six states, 70.6 percent, indicated that such regulation was shared between two or more bodies. Fifteen states reported that the responsibility for regulation of proprietary institutions was held solely by the identified agency, commission, or board.

Thirty-two states reported that the proprietary institution sector of the state had a representative on their State's 1202 Commission. No representation from the proprietary sector on the State 1202 Commission was reported by 14 states and the five remaining states did not respond to the item.

Role and Impact Upon Proprietary Vocational Education

Respondent observations of what impact policy planning, regulation, and cooperative incentives were having upon proprietary education began with their views of public postsecondary vocational education within the state. Early in the instrument respondents were asked to rate the accessibility of public postsecondary vocational education within their state as compared to other states. Nearly 57 percent, 29 states, rated accessibility as either good or excellent. Approximately 40 percent, 20 states, rated accessibility as either average or below average. Two states did not respond.

Hamilton, et al. (1975, p. 14) emphasized four primary component factors for accessibility of vocational education. These four factors of accessibility included: (1) existence of a program; (2) geographical availability; (3) temporal availability; and, (4) cost to student. Later in the instrument for questions similar to the previous question regarding accessibility. For example, respondents were asked to rate the geographical availability of public postsecondary vocational education programs within your state as compared to its availability in other states. The rating scale provided for each of the four accessibility factor questions was the same as provided for the initial accessibility question.

The results provided in Table 20 summarize the ratings for the initial accessibility question and accessibility component questions. The percentage ratings for each of the four components was similar to those for the percentage ratings given for the initial accessibility.

Table 20

Evaluation of Selected Accessibility Factors in Public Postsecondary Vocational Education in Responding State As Compared With Other States

Factor	Rating			
	Good to Excellent		Average or Below	
	Number of States	Percent of States	Number of States	Percent of States
Accessibility (Basic Factor)	29	56.9	20	39.2
Existing Variety of Programs (Component Factor)	32	62.8	17	33.4
Geographical Availability (Component Factor)	33	64.7	16	31.4
Temporal Availability (Component Factor)	23	45.1	23	45.1
Cost to Student (Component Factor)	26	51.0	20	39.2

A series of questions were posed through the instrument to determine the role of and attitudes toward resident proprietary institutions within each state. In the first question of this series, states reported on the role resident proprietary institutions play in fulfilling the total demand for postsecondary vocational education within the state. Twenty-six states reported that proprietary institutions played either an important or a very important role in this respect while seven states reported that the proprietary institutions' role was either limited or very limited. The responses to this question are summarized in Table 21.

The second item in the series of questions concerning the role of and attitutes toward proprietary education focused upon the meaningfulness of postsecondary vocational offerings with each state. Three component factors of "meaningfulness" were considered. These included: (1) value in the labor market of skills achieved; (2) satisfaction of the graduate with his/her career choice; and, (3) efficient use of educational resources and student's time.

Table 21

Role Played by Resident Proprietary Institutions in Fulfilling Total Demand for Postsecondary Vocational Education Within the State

Rating of Role Played	Number of States	Percentage of States
Very Important Role	5	9.8
Important Role	21	41.2
Moderate Role	15	29.4
Limited Role	6	11.8
Very Limited Role	1	2.0
Non-Respondents	3	5.9

Each of the component factors was compared by respondents according to apparent public/private program advantage. The four comparative advantage alternatives included the following: (1) proprietary programs appear to provide an advantage; (2) public programs appear to provide an advantage; (3) neither demonstrate an apparent advantage; and (4) uncertain as to advantage.

In comparing meaningfulness considering the value in the labor market of skills achieved and considering the satisfaction of the graduate with career choice, public programs appear to provide an advantage more often than proprietary programs. Considering the efficient use of educational resources and student's time, proprietary programs appear to provide an advantage more often than public programs. Considering each of the component meaningfulness factors, nearly 50 percent of the states reported that neither (public or proprietary) demonstrated an apparent advantage or that they were uncertain as to the advantage. A detail of responses is included in Table 22.

Table 22

A Comparison of Meaningfulness Component Advantages Held By Public and Proprietary Postsecondary Vocational Education Within the States

Meaningfulness Factor	Apparent Proprietary Program Advantage		Apparent Public Program Advantage		Apparent Advantage by Neither		Uncertain As To Advantage	
	No.	%	No.	%	No.	%	No.	%
Value in Labor Market of Skills Achieved	3	5.9	14	27.5	15	29.4	14	27.5
Satisfaction of Graduate With Career Choice	3	5.9	10	19.6	14	27.5	20	39.2
Efficient Use of Educational Resources and Student's Time	12	23.5	10	19.6	8	15.7	17	33.3

The last in the series of questions concerning the role of and attitudes toward proprietary education requested data on the general relationship between resident proprietary education and public programs within the total postsecondary vocational offerings of the state. Twenty-three states reported that resident proprietary and public postsecondary vocational programs tend to complement one another. Nine states reported that such programs compete with each other for a limited number of students. Three states reported that such programs demonstrate an unnecessary duplication, and five states did not respond.

Type and Kind Data on Proprietary Regulation

The first objective within this major area of concern was to develop data on the types of regulation applied to proprietary institutions by the states. Beginning with a listing of potential regulatory provisions developed through the review of literature, 13 common regulatory provisions were selected. States were asked to identify whether the item was; primarily regulated by statute, primarily regulated by administrative policy, or not regulated. A summary of the existence and type of these 13 regulatory provisions as applied to proprietary institutions within the states is provided in Table 23.

Table 23

Summary of the Existence and Type of Selected Regulatory Provisions Applied to Proprietary Institutions Within the States

Selected Regulatory Provision	Number of States			
	Primary Regulation by Statute	Primary Regulation by Administrative Policy	Not Regulated	Non-Respondents
Quality and content of course or program	18	24	6	3
Space and equipment	17	27	4	3
Qualifications (education and experience) of teachers and administrators	16	27	5	3
Publication of program description, objectives, program length, cost, cancellation and refund policies	23	23	2	3
Granting of appropriate credentials or degrees	23	16	6	6
Adequate records for attendance, progress, and performance for each student	17	25	6	3
Health and safety	27	19	2	3
Financial soundness of institution	24	17	5	5
Advertising and recruitment	22	23	3	3
Equitable cancellation and refund policy	22	23	3	3
Licensing and bonding requirements for agents and sales representatives	36	8	4	3
Educational consumer complaint procedure	18	23	5	5
Process for adjudication	36	6	4	5

The responses indicated that the most actively regulated provisions included: (1) health and safety; (2) program publications; (3) advertising and recruitment; (4) equitable cancellation and refund policy; (5) space and equipment; and, (6) licensing and bonding requirements. Regulatory provisions which were less actively regulated included: (1) granting of degrees and credentials; (2) financial soundness of institutions; (3) consumer complaint procedure; (4) quality and content of course or program; (5) records on student progress; (6) process for adjudication: and, (7) qualifications of teachers and administrators.

Comparing the primary source of regulation, whether by statute or administrative policy, produced limited deferentiation with the expection of two regulatory provisions. The "licensing and bonding requirements for agents and sales representatives" provision was regulated by statute in 36 (70.5 percent) of the states while 8 states (15.7 percent) regulated this provision by administrative policy. The "process for adjudication" provision was also regulated by statute in 36 states while 6 states (11.8 percent) regulated this provision by administrative policy.

The second objective within this area of concern was to identify the apparent source of regulatory interest. Respondents were asked to identify the source of active regulation regardless of whether it was from statute or administrative policy. Forty (78.4 percent) of the states indicated that the active regulation was educationally related; 7 percent indicated it was consumer protection related; 3.9 percent indicated that it was business or commerce related; and, 3.9 percent indicated that resident proprietary education was not actively regulated.

Understanding that regulation of proprietary education in accomplished both through statute and administrative policy, respondents were asked to report upon the recency of update in both sources concerning regulation of proprietary institutions. A summary of the results regarding the recency of update is provided in Table 24.

Table 24

Summary of the Recency of Update of Statutes and Administrative Policies which Provide a Basis for Regulating Proprietary Institutions

Recency of Update	Source of Regulation by State			
	Statute		Administrative Policy	
	No.	%	No.	%
Within Past Year	9	17.6	18	35.3
During Past 3 Years	15	29.4	12	23.5
During Past 5 Years	12	23.5	9	17.6
Have Not Been Updated	12	23.5	8	15.7
Non-Respondents	3	5.9	4	7.8

The data indicated that the statutes providing a basis for regulating proprietary institutions have been updated during the past 3 years in 47.0 percent of the states while administrative policies providing a basis for such regulation have been updated in 58.8 percent of the states with the same period.

The last item in the series of questions concerning type and kind data on proprietary regulation focuses upon the source of review. Conventional knowledge allows us to assume that statutes which provide a basis for proprietary regulation are reviewed by each state's legislature. Review of administrative policy, however, is less predictable in terms of source.

The source of review for administrative policies pertaining to regulation of proprietary institutions was presented and the following responses were obtained. Twenty-seven states (52.9 percent) indicated that such administrative policies were reviewed by educational governing boards. Fifteen states (29.4 percent) reported that the source of review was a proprietary school governing body or advisory board. Two states (3.9 percent) reported that the source was a special commission, four states (7.8 percent) reported the source as "other", and three states (5.9 percent) did not respond to the item.

Public and Proprietary Cooperation in Postsecondary Vocational Education Planning and Programs

The first objective within this area of concern was to identify the nature of direct services or support provided by the public sector to resident proprietary institutions. Given a listing of potential sources and types of such services and support, respondents were asked to identify all that applied within their state. A summary of the type of public provided services and support resident proprietary institutions is provided in Table 25.

Table 25

Summary of the Type of Public Provided Services and Support to Resident Proprietary Education

Type of Service or Support	Number of States Providing	Percentage of States Providing
1. General institutional, program, or course cost reimbursement	1	2.0
2. Institutional grants for specific programs	3	5.9
3. Institutional or program evaluations	16	31.4
4. Reimbursement for programs cooperatively offered with public postsecondary vocational institutions	7	13.7
5. Institutional grants for serving specific populations	3	5.9
6. Curriculum or library loan/exchange	4	7.8
7. Publication of catalog describing resident proprietary institution offerings	18	35.3
8. Licensing of institution or programs	34	66.7
9. State guaranteed loan	20	39.2
10. State scholarship program	9	17.6
11. Other	5	9.8

The most frequent type of public provided service and support was "licensing of institutions or programs." Thirty-four states (66.7 percent) provided this type of service. Twenty states (39.2 percent) indicated that proprietary students were allowed to participate in a "state guaranteed loan" program. Eighteen states (35.3 percent) indicated that public service or support included "publication of a catalog describing resident proprietary institution offerings," and 16 states (31.4 percent) reported providing the service of conducting "institutional or program evaluations." Additional types of public services and support to resident proprietary institutions included participation in state scholarship programs" (9 states), "reimbursement for program cooperatively offered with public postsecondary vocational institutions" (7 states), and curriculum or library loan/exchange" (4 states).

One of the three open-ended items contained in the instrument asked respondents to identify "activities or programs within your state which attest to cooperation between the public sector and resident proprietary postsecondary vocational education." Nineteen states (37.3 percent) either provided no response or indicated "none" or "nothing." Twenty-five states (49 percent) provided examples of activities which could be catagorized under the one or more of the types of service or support listed in Table 25. Seven states (13.7 percent) provided special examples of cooperative service or support not previously mentioned. The included the following items:

(1) public supported staff development for proprietary institutional personnel

(2) public supported liaison personnel at proprietary institutions

(3) special efforts to design articulated programs of instruction between public and private postsecondary offerings

(4) statewide and regional postsecondary vocational education planning councils which included proprietary institution representatives

(5) public supported follow-up survey of proprietary institution students

(6) statewide management information system which included data from resident proprietary institutions

(7) common standards for credentialing and certification of public and proprietary vocational instructional personnel

(8) public vocational agency consultants to assist in proprietary institution curriculum development

State vocational personnel were asked through a series of three questions about the extent of study and research conducted in the areas of proprietary institution students and proprietary institution effectiveness. In the first, they were asked if they or others in the state had conducted studies describing the participants (students) of proprietary institutions. Only one state indicated that they had conducted such a study specifically for proprietary institutions. Five states indicated that they had included proprietary institution students as a part of a general postsecondary student characteristics survey. Forty states (78.4 percent) reported that they had not conducted such a survey. Five states did not respond.

The second question asked whether any research studies or follow-up activities had been conducted within the state during the past three years to ascertain the effectiveness of resident proprietary institutions or programs. Fourteen states (27.5 percent) responded "yes" to the question while thirty-four states (66.7 percent) indicated that no such studies had been conducted. Three states did not respond to the item.

In a related question those responding "yes" to the above item were asked to indicate key findings or conclusions of studies regarding resident proprietary institution or program effectiveness. Of the 14 respondents, six referred to studies conducted by the Veterans Administration and indicated placement percentage figures. Four other states referred to placement percentages for resident proprietary school graduates. Three offered a brief statement of study conclusions and one enclosed a resident proprietary school follow-up study which provided information on placement rates.

The final item in this area of concern requested that respondents evaluate various obstacles to resident proprietary education utilization in helping meet public demands for postsecondary vocational education. Given a series of prespecified obstacles, respondents were asked to rate them as a major obstacle, a minor obstacle, or as not applicable. A summary of these obstacles to the utilization of resident proprietary education to meet public demands for postsecondary vocational education is provided in Table 26.

Table 26

Summary Evaluation of Obstacles Which Prevent Resident Proprietary Education From Being Utilized To Meet Public Demands for Postsecondary Vocational Education

Obstacle	Rating of Obstacles by State			
	Major	Minor	Does Not Apply	Non-Respondents
Lack of financial incentives for proprietary education to serve students in need of postsecondary vocational education	8	20	16	7
Unwillingness of proprietary education to cooperate with public sector planning	4	17	23	7
Insufficient public control over quality of educational programs offered in proprietary institutions	5	17	22	7
Inadequate consumer protection for students attending proprietary institutions	4	17	23	7
Lack of interest on part of public sector to include proprietary education programs in planning	14	20	10	7
Unwillingness of public sector to cooperate with proprietary education institutions and programs	15	16	13	7
Other (Please specify.)	3	--	1	47

Using the frequency of response as basis, the two obstacles most often given a major rating were "unwillingness of public sector to cooperate with proprietary education" and "lack of interest on part of public sector to include proprietary education programs in planning." In reviewing the frequency of response in obstacles given a minor rating the "lack of interest" obstacle topped the list again along with the "lack of financial incentives for proprietary education to serve students in need of postsecondary vocational education."

Three items were frequently rated as not applicable as an obstacle to preventing utilization of resident proprietary education to meet public demands for postsecondary vocational education. The three obstacles included: "inadequate consumer protection for students attending proprietary institutions"; "unwillingness of proprietary education to cooperate with public sector planning"; and, "insufficient public control over quality of educational programs offered in proprietary institutions."

Seven states did not respond to the item.

CONCLUSIONS

The findings of the study support a series of conclusions concerning the status of statebased policy planning and regulation for resident proprietary education. The conclusions which follow are categorized within each of the five major areas of concern identified throughout the study. The primary rationale for the selected conclusions is summarized as a portion of each conclusion.

Scope and Characteristic Area

1. Resident proprietary vocational education at the postsecondary level is a large enterprize. Twenty-one states reported enrollments in their resident proprietary institutions exceeding 10,000 students. Five states reported enrollments in their institutions exceeding 50,000 students. Nineteen states reported having 100 or over resident prorpietary institutions. Six states reported having 300 or over such institutions.

2. A high proportion of resident proprietary institutions are not accredited by recognized regional, national, or professional association. Twenty-seven states reported that less than 25 percent of their resident proprietary institutions were accredited while only six states reported that 50 percent or more of their institutions were accredited.

Responsibility for Policies and Regulation Area

1. Boards authorized to administer the State Plan for Vocational Education have very limited responsibility for governing, coordinating, or regulating resident proprietary vocational education. Twenty-six states reported that the authorized Board had no responsibility for such governing, coordinating, or regulating. Thirty-three states reported that their State Plan for Vocational Education had no provisions for providing public support to resident proprietary institutions or programs.

2. Responsibility for the regulation of resident proprietary institutions within the states is dispersed. Thirty-six states indicated that such regulation was shared between two or more bodies.

Proprietary Education Role and Impact Area

1. Resident proprietary institutions play an important role in fulfilling the total demand for postsecondary vocational education within the states. Twenty-six states reported that proprietary institutions played either an important or a very important role in fulfilling such demand.

2. Resident proprietary education and public vocational offerings tend to complement one another within the total postsecondary vocational programs available within the states. Given alternatives of "serving essentially different populations," "competing with one another," "demonstrate an unnecessary duplication," and "tend to complement one another," 23 states chose the latter phrase as being most descriptive statement of relationship.

Proprietary Regulation Type and Kind Area

1. Virtually no pattern exists within the states as to whether common regulatory provisions for proprietary education are handled through statute or administrative policy. Of thirteen commonly regulated provisions, only the "process for adjudication" and the "licensing and bonding requirements for agents and sales representatives" tended frequently to be regulated through statutes.

2. Administrative policies tended to be more current or more recently updated than the statutes which provide a basis for regulating proprietary institutions within the states. Thirty states (58.8 percent) reported that their administrative policies regarding regulation of proprietary institutions had been updated within the past 3 years while only 24 states (47 percent) reported updating their statues regarding proprietary regulation during the same period.

Public and Proprietary Cooperation Area

1. Few public supported services are provided to proprietary institutions in the states with the exceptions of licensing (34 states), limited participation in state guaranteed student loan programs (20 states), publication of proprietary program offerings (18 states), and proprietary institution or program evaluations (16 states).

2. Most states have shown little initiative in studying or analyzing either the students who had attended proprietary institutions or the effectiveness of proprietary institutions. Only one state reported that a study had been conducted specifically to describe the students of proprietary institutions and only 14 indicated that any research or follow-up studies had been conducted during the past

3 years to ascertain the effectiveness of resident proprietary institutions or programs.

3. States have demonstrated interest toward cooperative planning with proprietary education in postsecondary education field through their 1202 Commissions. Thirty-two states reported that the proprietary institution sector had a representative on their state's 1202 Commission.

4. The primary obstacles to the utilization of resident proprietary education to meet the public demands for postsecondary vocational education include the lack of interest on part of public sector to include proprietary education programs in planning and unwillingness of public sector to cooperate with proprietary education institutions and programs. Given a series of potential obstacles, 34 states indicated that the former item was of importance and 31 states indicated that the latter item was of importance in preventing the utilization of resident proprietary education to meet public demands for postsecondary vocational education.

5. Resident proprietary education operates outside the mainstream of postsecondary vocational education management within the states. State vocational agencies possess limited information on proprietary institution student or on the effectiveness of proprietary institutions, there is little evidence that the proprietary sector is actively involved in planning to meet state vocational program needs, and few types of public services or support are commonly incentive to meet public demands for postsecondary vocational education.

RECOMMENDATIONS

1. State postsecondary vocational governing boards should increase their activity in determining the extent to which resident proprietary institutions and programs are fulfilling the public demand for postsecondary vocational education. This could be accomplished through studies of the students enrolled in postsecondary vocational institutions, both public and resident proprietary, and through evaluation studies of resident proprietary instituion effectiveness.

2. Basic enrollment data should be collected by the states from resident proprietary institutions to determine the proportion of students within their state who utilize resident proprietary institutions as a vehicle to reach their vocational education goals.

3. Boards authorized to administer the State Plan for Vocational Education should evaluate that document's provisions for providing public support to resident proprietary institutions and programs in view of the definitional expansion of Federal postsecondary education policy which embraces such institutions.

4. States should actively review both statutory and administrative policy provisions for the regulation of proprietary education with emphasis upon utilization of administrative policies rather than statutes as the future basis of revised regulations.

5. State vocational agencies should expand their involvement in planning, policy development, and regulation of resident proprietary institutions and programs.

6. State level planning, policy development, and regulation of resident proprietary institutions and programs should be coordinated through a single policy-making board or governing body.

7. State vocational or postsecondary education boards and agencies should expand the type and level of services provided for resident proprietary institutions.

8. State vocational and postsecondary education agencies and boards should actively seek the involvement and participation of the proprietary sector in planning for postsecondary vocational education.

9. Given appropriate authentication of resident proprietary education's role in fulfilling the general public's demand for vocational education, each state should consider alternatives for increasing the level of financial support to such institutions within the context of the state's special needs to improve accessibility and performance of the state program of vocational education.

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PROPRIETARY EDUCATION PROJECT

ANNOTATED BIBLIOGRAPHY

INTRODUCTION

Proprietary education has recently emerged from its innercity storefronts, small town shops, and suburban training centers. Prompted by new legislation which supports, and laws which regulate, proprietary institutions have become a potent segment of the country's postsecondary education complex.

Such institutions defy easy categorization. The panoply of schools and offerings is endless. The operational scope ranges from single proprietorships to comprehensive corporately owned colleges. There is also a noticeable range in the quality of instructional impact.

Students are attending proprietary schools in increasing numbers. Defensive economic necessity and the promise of improved occupational equity provide the primary motivations. Often times these students are older, more disadvantaged, and more job directed than their counterparts who choose to attend public institutions offering similar programs.

The purpose of this document is to provide a useful guide to further study and investigation of proprietary education and the characteristics described above. Its annotated format should be useful to researchers, students, and those responsible for educational planning and policy development.

William Appelgate

ARTICLES

Arnstein, George E. Accreditation, state licensing, and approvals: Why the system isn't working. Phi Delta Kappan, February 1975, pp. 396-398.

Hard-hitting article that provided reasons for failure of current licensing and accreditation standards of private proprietary schools. These were: lack of disclosure, lack of effective laws, lack of coordination, and lack of research.

The author provided six recommendations to strengthen the licensing and accreditation of these schools. These were: full disclosure, accountability, an information clearinghouse, coordination of separate federal programs, establishment of a clearinghouse of information, establishment of a technical assistance institute, and a change-over to a system of time-limited eligibility. The author suggested that correcting these areas would provide for improvement in the proprietary sector.

Arnstein, George E. Bad apples in academe. American Education, August-September 1974, 10(7), 10-14.

This article dealt with some of the aspects of proprietary institutions and their operations which have caused public and governmental agencies to become skeptical about postsecondary (other than colleges and universities) institutions.

It dealt specifically with fraudulent and misleading advertising, misleading solicitation and recruitment practices, degree mills, tuition refund policies, abuse of federal assistance programs. These are significant because fradulent practices in these areas are causing "all" proprietary institutions to be "lumped together" as rip-off artists, out "for-the-buck" rather than supplying quality programs which is the case in most instances.

Before you sign up with a vocational school. Changing Times March 1975, pp. 21-23.

The article provided a step-by-step procedure an individual interested in postsecondary vocational education should follow in selecting a school. The student was directed to determine his/her career goal and then identify various means of obtaining training in this area.

With the options for training identified, the student was advised to look into each one concerning: hiring of graduated by employers, transfer of credit to four-year institutions, accreditation, licensing or approval of school, availability of financial assistance, cost, placement services, school/student contract, refund policy, drop-out rate, and job success of graduates.

Belitsky, Harvey A. Private vocational schools: An underutilized training resource. Vocational Guidance Quarterly, December 1970, 19(2), 127-130.

Despite the proven training capabilities of proprietary schools identified in this article, the author stated that private vocational schools have been far from fully utilized.

A nation-wide study in 1970 disclosed that the typical trade and technical schools operate at only 60 percent of enrollment capacity.

The author believed the reason for the underutilization of proprietary schools was due to lack of vocational guidance counselors available to older job seekers. He suggested that the government assist those persons interested in becoming vocational guidance counselors.

Bender, Louis W. The FTC: Another reason for follow-up? American Vocational Journal, March 1975, 50, 32-34.

While the proprietary sector had received much adverse publicity because of the questionable practices of a few schools, all educational institutions can expect closer scrutiny in the future. Congressmen have shown an interest in legislating safeguards for the student consumer against fraudulent practices by educational institutions and new Federal Trade Commission regulations will be established for this purpose.

Vocational educators should take the lead in developing a comprehensive follow-up evaluation program designed to strengthen the education and training offered in both public and private institutions in an effort to protect citizens from deceptions in the marketplace.

Binzen, Peter. What's cooking at the restaurant school. Change, Winter 1975-76, 7(10), 21-23.

Breakdowns of tuition, total hours of classroom and laboratory study, and subjects learned at the Restaurant School in Philadelphia were given in this article.

One unique approach the school has taken has been that the school offered to invest in the restaurant of its graduates. Visitors from Columbia University cite this action as "a giant step beyond cooperative education and a breakthrough in business education."

Blue-collar training gets a white-collar look. Business Week, July 1971, pp. 76-77.

The assets and liabilities of public and private vocational education were explained. Commissioner Marland was quoted concerning his efforts to upgrade the image of vocational education through repackaging it as career education. The indication, however, was that vocational education was being given respectability more from the private sector than from the public sector. With an increase in the number of schools operated by large corporations, the proprietary sector of vocational education has gained new status. The basic values which large corporations bring to the management of these schools included: curtailment of extra-curricular activities, elimination of theory courses, provision of practical applications, and shortened training time.

in to fill this void.

Should some students pay dearly for vocational training while others get the same instruction at public expense? This was the basic question the author thought should be thoroughly investigated in the future. He also stated that there should be some solution to providing more and better occupational education through public institutions and some opportunity for exchange privileges between public and private institutions.

Fulton, R. A. Proprietary schools. In *Encyclopedia of Educational Research* (4th ed.), New York: Macmillan, 1969, pp. 1022-1028.

This article originally published in the *Journal of Educational Research* gave the following data on proprietary schools: rationale, history, association, status, accreditation, student programs, innovations in programs, administration, and achievements.

Good alternatives to a college education. *Good Housekeeping*, September 1975, *181*. 154-155.

A comparative chart on average estimated costs for the academic year '75-'76 at public two-year and four-year institutions and at private two-year and four-year institutions was given in this article.

Addresses of accredited public and private colleges as well as addresses of home-study courses and trade and technical schools were also included.

Hoberman, Robert S. A question of quality. *Training*, July 1975, *12*(7), 34-37.

Good proprietary schools must be concerned with protecting and enhancing a reputation for integrity and quality.

In this article the author gave his viewpoint on ways agencies such as NATTS, VA, and the FTC could improve schools. He felt that they could insist upon measurable objectives and assess the percent of graduates qualified for immediate employment in their area of training.

Honesty in promotion of vocational schools. Intellect, January 1974, p. 213.

This article delineated the Federal Trade Commission's campaign to rectify false advertising claims and unfair practices used by private vocational schools. It also provided an insight into the magnitude of the private vocational school sector in comparison with public education.

Counelors and educators were urged to encourage students to investigate private vocational schools before enrolling. The investigation was intended to find three companies that were potential employers of the occupational skill the student was interested in. The student would then call the personnel office of the companies and would ask the personnel office four questions: "Would you hire graduates of the school?", "How many have you actually hired in the last year?", "Were they hired because of school training?", "Did training make any difference in starting salary?"

Is vocational education doing the job? Manpower, April 1975, pp. 24-28.

In this article results and findings of the Wilms, October 1974 study on "The Effectiveness of Public and Proprietary Occupational Training" were given.

Wilms started with the theory that public and proprietary postsecondary schools differ in three areas: source of income, allocation of resources, and institutional characteristics.

Wilms concluded his study with seven recommendations for improving public and proprietary post secondary vocational training; these recommendations were included in this article.

Jones, Jack H. Proprietary schools as a national resource. *Current Issues in Higher Education*, 1973, 28, 177-181.

The Educational Amendments of 1972 gave greater recognition to proprietary schools than any previous legislation.

Two specific areas were discussed by the author as having a great deal of impact on proprietary schools. One was the establishment of state commissions mandated by Section 1202 which gave proprietary institutions representation in planning postsecondary education within the state. The second was the full eligibility of proprietary students for all forms of federal student financial aid.

The author predicted that proprietary schools should prosper in the years immediately ahead. It will be their responsibility to respond creatively and realistically to the responsibility and opportunity.

Larkin, Timoth. Proprietary schools: How do they measure up? *Manpower*, March 1973, 5, 18-22.

Most information found in this article dealt with findings from a report by the American Institutes for Research in the Behavioral Sciences titled, "A Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs."

That study was based on a survey in four major cities of both types of vocational schools offering courses for men and women in office, computer, health, and technical occupations. Both strengths and weaknesses as well as findings from the study were discussed by the author.

Learning for earning. *Time*, July 31, 1972, p. 38.

This article was a hard hitting synopsis of the value of vocational education from the proprietary sector. It provided an indication as to the new awareness by students of the need for job skills and touched on the increasing ownership of proprietary schools by large corporations.

Ressing A. Herbert. The uncertain promise of private vocational training. The Vocational Guidance Quarterly, September 1974, pp. 6-9.

As a result of extensive investigations conducted by the Federal Trade Commission, the Division of Consumer Education has concluded that the quality of training in private vocational schools range from good to excellent in many schools to mediocre and very bad at others.

Because of the problems confronting many young people in selecting good vocational schools, the FTC developed a four question test, included in this article that students can use in determining the quality of a school in the private section. The article also included information that counselors in public high school should use to help students who may enroll in private vocational schools.

Robb, Felix C. Voluntary accreditation faces change. Compact, August 1970, 4(4), 39-41.

It has been estimated that by 1985, the United States will need to educate or reeducate at least 75 percent of its work force in some kind of vocational technical education.

The author identified several issues and questions which

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he felt needed to be aired and resolved in the accreditation of occupational and vocational education. Included in this discussion were: quality control, functions of accreditation, the program versus institution approach, and national response.

Profit-making schools of almost limitless variety provide by far the largest amount of occupational education offered in the United States, but they have been ineligible for accreditation by the regional associations which serve the public and non-profit sector. The author identified a great need for a national response to the dynamic growth of vocational education.

Sales abuses widespread in private vocational education industry, says FTC official. Manpower and Vocational Education Weekly, November 1976, 7(44), 1-2.

Complaints about high-pressure and deceptive sales practices among the proprietary schools are the object of FTC's two-year study by William Dixon.

Dixon reported that it is "apparent that the relatively bad reputation of proprietary schools is hardly deserved."

Copies of this report are available free from the Federal Trade Commission, 7th Street and Pennsylvania Avenue, Room 130, Washington, D.C. 20580. Also see the Federal Trade Commission's report entitled "Proprietary Vocational and Home Study Schools."

Schools that teach jobs. Changing Times, March 1970, pp. 37-40.

The article dealt with the increasing need for well-trained, skilled workers and the problem of where these people would receive training. References were made to the proprietary sector and some of its advantages and disadvantages as compared to public vocational education. The article also provided a guideline for choosing a career and sizing up the appropriate proprietary school for training.

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Seldin, Peter, & Seldin, Joseph J. The vocational school privateers. *The Progressive*, October 1975, pp. 40-42.

This article provided reasons for the guidelines established by the Federal Trade Commission for advertising and administration of proprietary schools, gave a report on statistics concerning both correspondence and resident proprietary schools in respect to drop-out rates, job placements, and student loan information, and presented a description of the salesmen who work for the private vocational schools and their methods of salesmanship.

Shoemaker, Ellwood A. Community colleges--the challenge of proprietary schools. *Change*, Summer 1973, p. 6.

In this article, Shoemaker discussed the changing roles and important features of proprietary schools. He felt community colleges might take a closer look at proprietary schools to determine what they are doing and how the two might work together to improve their occupational educational programs.

The most significant indication of the changing roles of proprietary schools can be found in the Higher Education Amendments of 1972. This Act made students attending proprietary schools eligible for student aid under the Basic Educational Opportunity Grants. It also called for proprietary school representation on the "1202" Commissions whose responsibilities include planning and coordination of all higher education within the individual states.

Shoemaker identified numerous features of the proprietary schools: flexibility, small class size, placement services, short term courses, specific skill training, and urged the community colleges to take a closer look at the proprietary schools to see what they are doing and how the two types of institutions might better work together.

Stallworth, Herbert F. Trades and other vocations: Why the stigma? *The Clearing House*, December 1972, pp. 212-215.

This article asked why vocational education has such a poor image in the American society.

It developed the premise that society's public policy makers and educators have promoted the ideal of a college education for everyone. The legislators and educators, because of the high cost inherent in college for everyone, have attempted to redefine the "American Dream." This redefinition is similar to the European notion of colleges and universities for persons in the preferred classes and prodigies and geniuses of the lesser classes, while the non-prodigies and non-geniuses from the less preferred classes are taught a saleable vocational skill.

According to the author, society should erase the stigma of learning a trade and bridge the gap between what should be and what actually is with respect to vocations and the training for these vocations.

Those computer schools you can't count on. Good Housekeeping, February 1971, 172, 163.

The importance of students' choosing the right school for training was stressed in this article. The American Federation of Information Processing Societies and the Council of Better Business Bureaus listed several recommendations for prospective students, including the importance of selecting accredited and approved private schools.

Vocational schools: Promises promises. Newsweek, March 13, 1972, 79, 80.

Rather negative perspective on private vocational education and the methods used by their sales force in selling programs to students.

Indicated that pressure for stricter regulation of vocational schools is growing in some states, but that effective supervision is all but impossible because schools are generally small and geographically scattered.

What? More school? Why not? Senior Scholastic, April 2, 1973, 102, 6-8.

In this article alternatives to attending four-year colleges and universities were given. The alternatives presented were: public community colleges, technical institutes, private junior colleges, and proprietary trade and vocational institutes.

In addition, several names and addresses of popular books were provided to aid students and guidance counselors in choosing schools to match student career goals.

Wilms, Wellford W. Controversial research and its critics. Change, November 1975, 7(9), pp. 44-45; 61.

Wilms discussed the study which he conducted at the Berkeley Center for Research and Development in Higher Education. The study was funded by the National Institute of Education and was intended to test the comparative effectiveness of training offered by public and proprietary schools at the postsecondary level.

Wilms summed up the results, which were presented in this article by this statement, "we concluded that public and proprietary vocational training were equally effective, even though the training in proprietaries were considerably shorter and less costly; that neither type of school was fully compensatory for women or ethnic minorities, and that neither was an effective social tool for equalizing people's chances at occupational success.

Reactions by the American Vocational Association (AVA) and the American Association of Community and Junior Colleges (AACJC), were given.

Wilms, Wellford W. Profile of proprietary students. Current Issues in Higher Education, 1974, 29, 34-39.

Interim findings from Wilms study which began in 1973 were presented in this article. Its purpose was to identify the characteristics of students enrolled in a broad sample of public and proprietary schools and to test the relative effectiveness of these schools in preparing people for employment. The study treated public and proprietary schools as conceptually distinct and was divided into two stages. The first stage analyzed the characteristics of 1,370 students close to graduating from fifty public and proprietary schools selected at random. Findings from this stage are included in this article. The second stage, not completed at time of this article, was following graduates of these schools into the labor market to analyze their success after controlling for differences in student backgrounds and characteristics.

Wilms, Wellford W. Viewpoint - A new look at proprietary schools. Change, Summer 1973, 5(6), pp. 6-7, 80.

Proprietary schools, though ignored largely because their profit-making status was assumed to interfere with the traditional goals of education, are beginning to receive new recognition from Washington.

The author gave an interesting comparison of the purposes and goals of proprietary schools, colleges, and universities. Wilms stressed that educators involved in public vocationally oriented schools and proprietary schools should develop a better understanding of each others' roles in educating (training) the labor force.

The article indicated that both public and proprietary schools needed to be judged upon: "How well do they do what they say they are doing?"

BOOKS

Belitsky, A. Harvey. Private vocational schools and their students: Limited objectives, unlimited opportunities. Cambridge, Massachusetts: Schenkman Publishing Company, Inc., 1969, 186P.

Belitsky's study was undertaken primarily to determine how (or whether) private vocational schools could be utilized in the training of the "disadvantaged." The study also focused on the working of private vocational schools.

He found educators had limited awareness of the potential contributions by private vocational schools. He indicated the disadvantaged also have suffered from educators' limited awareness of their problems and needs.

Belitsky provided a descriptive account of the private vocational schools: operations, finances, organization, role of instructors, and student performance. He outlined recommendations which stirred the interest of educators, researchers, administrators, as well as U.S. Office of Education.

Clark, Harold F., & Sloan, Harold F. Classrooms on main street. New York: Teachers College Press, Teachers College, Columbia University, 1966, 162P.

The aim of this first comprehensive study of private schools in America was to place the specialty schools in proper perspective within the contemporary American educational scene. To that end, an estimate was made of their number and attendance, and their origin was briefly traced, the controls to which they are subjected were analyzed, the scope of their curricula, as well as the nature and depth of their courses of instruction were described, and their administrative procedures explained. Lastly, the significance of these specialty schools were considered in the light of the new technology.

Hebert, Tom, & Coyne, John. Getting skilled: A guide to private trade and technical schools. New York: E. P. Dutton & Co., Inc., 1976, 262P.

The authors spent two and a half years investigating the private trade and technical schools offering skill training.

Questions they asked were: How good is the training? How much does it cost? What happens to my tuition if I drop out? Isn't it better to enroll in one of the new vocational programs at a community college? Will the training really get me a job?

Their detailed report was based on interviews with students, parents, recent graduates, school owners, salesmen, the Federal Trade Commission, and the Better Business Bureau, and the results were reassuring to proprietary school owners.

Included in this book are extensive appendices listing all the schools in the United States accredited by the National Association of Trade and Technical Schools, as well as a sampling of nonaccredited schools.

Kay, Evelyn R. Directory of postsecondary schools with occupational programs, 1971, public and private. Washington, D.C.: U.S. Government Printing Office, 1973, 413P.

Schools and institutions listed in this Directory include public and private noncollegiate postsecondary vocational schools. Two-year and four-year colleges and universities which offer occupational programs that lead to a certificate or degree of less than baccalaureate level are also included. The directory contains a school index and a program index. It offers a concise definition of vocational education and outlined the six regional accrediting agencies and the states within their jurisdiction. This was one of the first federal government directories to include a listing of proprietary schools.

Miller, Jay W., & Hamilton, William J. *The independent business school in American education*. New York: McGraw-Hill, 1964, 258P.

This book described the beginning, growth, major problems, present status, and predicted future of independent business schools in America.

There were over 1,500 independent business schools in existence at the time this book was published, with over half a million students enrolled in classes. Because they compete with institutions supported by public funds, the independent schools must depend on their own resources to survive.

Also included are chapters on educational policies, community relations, certification, accreditation and research and how they affect the independent business schools.

The book written for public school administrators, teachers, counselors, federal, state, and city educational specialists, college administrators, businessmen, independent school personnel, parents and students over ten years ago still provides valuable information to educators and students.

Weathersby, George B., & Nash, Deanna (Eds.). *A context for policy research in financing postsecondary education*. Washington, D.C.: The National Commission on the Financing of Postsecondary Education, U.S. Government Printing Office, June 1974, 222P.

Five papers prepared by the Commission's staff were included in this volume. Paper three, *A Summary and Analysis of the National Commission's Survey of Noncollegiate Institutions*, by Ted I. K. Youn and Ray Thompson, was devoted especially to non-collegiate institutions.

Four broad categories of questions served as guides:
(1) What are noncollegiate schools like?
    How many are there?
    How are they financed?
(2) Who goes to noncollegiate schools?
(3) What courses are offered?
    How many hours of instruction?
    What are the costs of instruction?

(4) How many students complete these courses?
Were student gainfully employed?

Findings were presented in table form and through drawings and graphs. The authors gave an excellent review of the data obtained, but recommended further research for future policy and planning data especially in the areas of why students enroll and how they value their education after completion.

DISSERTATIONS

Bibb, Herman Leon. Private trade schools operating in Missouri, 1944 through 1951 (Doctoral dissertation, University of Missouri, 1952). *Dissertation Abstracts*, 1952, *12*, 505. (University Microfilms No. 3830)

The purpose of this study was to survey the private trade schools of Missouri approved for veteran training, for the period of 1944-1951. The study sought the following information: means of approving schools; number of schools in operation; reasons for withdrawing schools' approvals; organization and administration of schools; adequacy of physical facilities; kinds of trades taught; number of students trained in each trade; duration of courses taught; fees charged; hourly rates charged for instruction; standards of instruction followed; number of graduates entering trade for which they were trained; success of graduates in trades for which they were trained; and the rating of schools on Form VE-24. In addition to conclusions and recommendations, the author suggested the following ways in which the information secured could be used:

1. as an aid to vocational guidance,
2. as an aid to trade schools in planning future programs,
3. as an aid to the State Department of Education in administering future approvals of trade schools,
4. as a basis for the formulation of legislation to regulate and control the operations of private trade schools in Missouri.

Borman, Charles Barry. A study of cost-effectiveness in a proprietary school (Doctoral dissertation, University of Minnesota, 1973). *Dissertation Abstracts International*, 1973, *34*, 6889A. (University Microfilms No. 74-10, 471)

This study, completed for the career education division of Control Data Institute, was based on two major assumptions:

(1) A measure of cost-effectiveness can be calculated from the corporation's financial records, and
(2) Accurate measurements of instructor utilization of prescribed management criteria, student achievement, and attitudes related to individualized instruction can be recorded.

Data were gathered through a testing of eight hypotheses listed on pages 5, 6, and 7 of this dissertation.

Hypothesis one related to the study's chief areas of investigation--the cost-effectiveness of the traditional group instruction utilized at Control Data Institute.

Hypotheses two through seven concerned the cost-effectiveness of the newly instituted individualized instructions, and hypothesis eight related to the comparison between the group and individualized modes.

Coyle, Edward James. A program of accreditation for private business schools (Doctoral dissertation, University of Oklahoma, 1959). Dissertation Abstracts, 1959, 20, 921. (University Microfilms No. 59-03356)

The purpose of this investigation was to develop a program of accreditation adequate to serve the immediate needs of the private business schools in Oklahoma and to provide a basis for the upgrading of their educational standards and operational procedures. The writer stated that the proposals and specific program of accreditation developed in this study were the result of scholarly study, scientific research, and careful consideration of conditions common to the operation of private business schools throughout the United States. Therefore, fundamental principles of accreditation might constitute the basis for control and improvement of private business schools in states other than Oklahoma.

Harwood, R. Frank. An analysis of administrative practices of private business colleges in the United States (Doctoral dissertation, University of New York, 1955). Dissertation Abstracts, 1955, 16, 483. (University Microfilms No. 15, 546)

The purpose of this study was to determine the nature and effectiveness of current administrative practices of private business colleges in the United States. Investigated practices included: program, admission, counseling, records, graduation, and complementary services.

Recommendations were to tighten admission procedures, expand educational services through adequate library provisions and through more attention to personality development.

Hilton, Harry Herbert. Regulatory and supervisory services for privately owned correspondence, business, trade, and technical schools and their representatives as provided by the state education agencies in the fifty states (Doctoral dissertation, The University of Nebraska, 1964). Dissertation Abstracts, 1964, 25, 3354. (University Microfilms No. 64-12, 235)

The purposes of this study were to determine: (1) the statutory authority for state educational agencies to regulate and supervise privately owned correspondence, business, trade, and technical schools, and their representatives in the fifty states; and (2) the prevailing principles and practices in the state educational agencies in the fifty states concerning regulatory and supervisory services of the privately owned correspondence, business, trade, and technical schools, and their representatives. Many states were aware of and recognized the importance of the proprietary schools in their attempt to provide educational opportunities. It was apparent from the study that some of the states were genuinely concerned with cooperating with the proprietary schools in an attempt to upgrade the industry.

Johnson, Elouise Letson. A descriptive survey of teachers of private trade and technical schools associated with the National Association of Trade and Technical Schools (Doctoral dissertation, The George Washington University, 1967). Dissertation Abstracts, 1967, 28, 2060A. (University Microfilms No. 67-16, 191)

The purpose of this study was to examine: (1) certain personal characteristics, (2) specialized and professional educational preparation, (3) teaching and work experience, and (4) teaching workload and teaching methods of the teachers of the 107 member schools of the National Association of Trade and Technical Schools, and (5) extent of current statutory and regulatory requirements of the various states for teachers in private trade and technical schools. Recommendations, although rather general, included the following:

1. The Council of State Governments should direct effort at some minimal teacher qualification requirements.
2. The National Association of Trade and Technical Schools should organize an occupational education planning and study body composed of local, state, Federal authorities, people from industry, and members of the Association for the establishment of teacher specialization.
3. Educational agencies should provide ways of evaluating knowledge and learning gained outside formal educational programs.
4. Colleges and universities should develop more flexible curricula to prepare instructors for vocational and technical education.
5. A faculty/industry exchange program should be instituted by school administrators as a means of updating the staff.

Juhlin, Lawrence A. Characteristics of students enrolled in resident proprietary schools in Illinois (Doctoral dissertation, Southern Illinois University, 1976). Dissertation Abstracts International, 1977, 37, 5632A. (University Microfilms No. 77-6229)

The study comprised five areas of inquiry: (1) demographic and family background; (2) high school background; (3) experience after high school; (4) experience in the present school; and, (5) future expectations and job attitudes. Differences by sex, marital status, age, race, and type of school were systematically investigated. Comparisons were also made to high school and community college students.

Conclusions were: (1) characteristics of students vary among the types of schools; (2) students are more likely to enroll in proprietary schools when they feel a need to gain or improve skills; (3) students are less likely to come from middle class families than are collegiate students; (4) students report a generally high level of satisfaction with their choice of school: (5) lower family income found among proprietary school students can be explained by the greater proportion of nonwhite students--within racial groups these students are not necessarily less affluent than community college students; (6) proprietary school and community college students have generally similar high school backgrounds; (7) proprietary schools serve an adjunct role in postsecondary education; (8) there is a diversity of value systems held by proprietary students.

Klinger, Clyde E. State licensure and registration laws applicable to private business schools in the United States of America and the extent of their acceptability (Doctoral dissertations, The Pennsylvania State University, 1958). Dissertation Abstracts, 1958, 19. 1248. (University Microfilms No. 58-7284)

The purposes of this study were: (1) to determine the state's proprietary school governing body and its authority to regulate the private business school; (2) to survey the current practices of states in the regulation of private business schools; (3) to ascertain the opinions of private business school owners, state school officials, and certain educators and businessmen regarding state supervision and regulation of private business schools; and (4) to suggest the extent of control which states should exercise over private business schools.

As a result of the survey, study and comparison of the different state statutes, and analysis of the respondent's opinions on the issue, certain components of a state statute were recommended.

Leslie, John. The organization and administration of the program of vocational education in private trade schools for New York State (Doctoral dissertation, New York University, 1960). Dissertation Abstracts, 21, 1110. (University Microfilms No. 60-3772)

The purpose of this study was to investigate the regulations, policies and procedures used to implement Section 5001 in the New York State Education Law entitled "Private Trade Schools," and to investigate similar laws, regulations, and practices of other states.

The additional purpose was to prepare a guide for the supervisory staff of the Bureau of Private Trade and Correspondence Schools to aid in the achievement of uniform and equitable application of their regulatory functions.

The study resulted in an administrative handbook designed to assist the proprietors and administrators of private trade schools in resolution of problems and to suggest practices to be followed for compliance with laws and regulations.

Schure, Alexander. The private trade school in New York state 1937-1949 (Doctoral dissertation, New York University, 1950). Dissertation Abstracts, 1950, 10, 139. (University Microfilms No. 1932)

The study presented an historical analysis of the private trade schools within New York State. Each section included tables and charts and provided a comprehensive picture of the purposes, operations and functions of Private Trade Schools and identified trends in their development, and was divided into the following sections:

1. Development of the New York state education laws and directives governing private proprietary trade schools;

2. History and analysis of the profit schools in New York state 1937-1949;

3. Development of Veterans' Administration legislation and directives affecting the private-profit school;

4. Growth and analysis of Veterans' Administration contractual procedures; and

5. Orientational patterns germane to the proprietary trade school.

Schure, Alexander. The private trade school in New York state: 1952 a proposed accreditation program for the private profit proprietary trade school (Doctoral dissertation, New York University, 1953). Dissertation Abstracts, 1953, 13, 1073. (University Microfilms No. 6309)

A study was made of the proprietary trade schools within New York State to gather data which could serve as a basis for establishing standards for the accreditation and educational upgrading of such schools. The study covered the state laws, regulation, and directives that controlled the operations of the private trade school in New York State in 1952, and the factors in Public Law 550 that affected these schools. Data were collected from the files of the New York State Education Department, by visitation to the schools, and also from the actual text of Public Law 550 and the Veterans' Administration regulations that stem from them.

The results of the study proved that the New York State Education Department's procedures for the licensing of proprietary trade schools were similar to procedures utilized by accrediting agencies. Therefore, it was recommended that the New York Education Department be utilized as an accrediting agency in accordance with the conditions of Public Law 550.

MICROFICHE REPRODUCTIONS

Accredited postsecondary institutions and programs, 1972, including institutions holding preaccredited status as of September 1, 1972. Washington, D.C.: Office of Education, Department of Health, Education, and Welfare, September 1, 1972. (ERIC Document Reproduction Service No. ED 087 354) 203P.

This was the second annual edition of a list of postsecondary institutions and programs that were accredited by, or have preaccredited status awarded by, the regional and national specialized agencies recongized by the U.S. Commissioner of Education. In addition to the above lists, this publication also included those institutions or programs that had attained a preaccredited status with the accrediting agencies. Not included were lists of institutions that were approved, recognized, classified, or licensed by State agencies authorized to perform these functions.

Accredited postsecondary institutions and programs including institutions holding preaccredited status as of January 15, 1970. Washington, D.C.: United States Office of Education, Department of Health, Education, and Welfare, Bureau of Higher Education, 1971. (ERIC Document Reproduction Service No. ED 067 049) 146P.

This was the first of an annual list of postsecondary institutions and programs which were accredited or preaccredited by the regional and specialized agencies recognized by the United States Commissioner of Education. It replaced the quadrennial Accredited Higher Institutions.

Broader in scope than previous publications, it included accredited postsecondary specialized and vocational institutions by state and occupational area, as well as institutions of higher education. Directory goal was to provide information to offices of postsecondary educational institutions and guidance counselors and students at the secondary and postsecondary levels.

Barnes, Nancy. *Postsecondary enrollment distributions in Oregon, Fall 1973. A staff report. Educational Coordinating Council report no. 9*. Salem, Oregon: Educational Coordinating Council, 1974. (ERIC Document Reproduction Service No. ED 094 663) 42P.

It was the purpose of this report to provide a reliable data base by obtaining the distribution of enrollments in Oregon's postsecondary institutions of education as of fall, 1973 for use by those involved in comprehensive statewide educational planning. Enrollment information was gathered from the Oregon State Department of Higher Education institutions, the independent and private colleges and universities, the public community colleges, and the proprietary schools. A brief summary that gave an overview of enrollment data in Oregon's institutions of postsecondary education with comparisons among enrollments in the various educational segments was presented.

Behlke, Jane H. *Preliminary survey of postsecondary education programs in Alaska*. Fairbanks, Alaska: Alaska University, Center for Northern Educational Research, September 1975. (ERIC Document Reproduction Service No. ED 114 038) 74P.

The purposes of this survey were to gather basic information describing quantitatively the programs of institutions, agencies and groups involved in the delivery of postsecondary education in the state of Alaska and to develop recommendations to aid the Commission for Postsecondary Education in their future coordination and comprehensive planning of programs. Findings were: (1) institutions from which information was available enrolled a total of 24,747 and granted a total of 3,022 certificates and diplomas; (2) a wide variety of postsecondary courses and programs were offered; (3) the need for a single agency to which postsecondary education agencies and institutions regularly submit data about students, programs and finances; (4) current, accurate, and complete information for prospective students should be made available in a consistent fashion. Recommendations included establishing: (1) an appropriate means of systematically and regularly collecting information; (2) an appropriate method to disseminate information; (3) a continuing study that would identify and rank problems; (4) a management information program; and (5) a criterion for judging the adequacy of program availability.

Belitsky, A. Harvey. Private vocational schools: Their emerging role in postsecondary education. Kalamazoo, Michigan: Upjohn (W.E.) Institute for Employment Research, June 1970. (ERIC Document Reproduction Service No. ED 042 907) 34P.

This publication reveals two conditions that make the future of private vocational schools look bright. First, only about one-fourth of all high school students were currently enrolled in vocational programs; and second, it was estimated that more than three-fourths of all currently enrolled students could benefit from such programs. A recent study revealed that a total of 7,000 private, profit-making schools were serving an estimated 1.5 million students, meeting the needs of students through their diversification of programs and their highly specialized staffs. In private vocational schools evaluations were usually made by private accrediting organization; student failure meant teacher failure, and the dropout rate was usually lower than that of high schools and colleges. The usefulness of the private schools would be enhanced by congressional recommendation for use of the schools under provision of the Vocational Education Act leading to joint ventures with public high schools, and by a government-sponsored loan-grant program enabling more students to attend these private schools.

Byrnes, James C. On the growth and financing of postsecondary education: Who pays, student or taxpayer? Syracuse, New York: Syracuse University Research Corporation, New York Educational Policy Research Center, April 1971. (ERIC Document Reproduction Service No. ED 052 706) 12P.

Postsecondary education in the United States was in a state of financial crisis. The two reasons for this were: (1) college age population increased at a rate of 4.2 percent per year during the 1960's; and (2) during the 1960's, the locus of growth in the number of years of formal education completed by the young shifted from secondary to postsecondary levels. Because a college education can help the individual achieve a higher lifetime income, it cannot be restricted to anyone. A college education gives a person an opportunity to enhance his skills and abilities, and it is society that ultimately benefits. Society should therefore finance the future growth in postsecondary education by creating two programs of educational aid. One should be a general per student-year grant sufficient to provide a basic minimum level of resources to any non-profit organization that provides educational services. The second program would permit students to finance as much of their expenses as they wish through a government postsecondary education tax foundation.

The changing face of higher education: Proceedings of the SREB legislation work conference (22nd, Memphis, Tennessee, August 22-24, 1973), Atlanta, Georgia: Southern Regional Education Board, 1973. (ERIC Document Reproduction Service No. ED 083 938) 50P.

This document contained the prepared remarks given at the Legislation Work Conference of the Southern Regional Education Board and was divided into the following sections: roles of the various postsecondary institutions (proprietary, community colleges, state vocational systems, undergraduate colleges); needs and demands in education for the professions; student financial aid (state and federal responsibility, needs and resources in the South); new forms of regional cooperation; statements of the Governors of South Carolina and Tennessee.

The Conference concentrated on the changing face of higher education--the once traditional term being expanded to include postsecondary education in proprietary and occupational-vocational programs.

Clary, Joseph Ray. Review and synthesis of research and developmental activities concerning state advisory councils on vocational education. Information series No. 22. Columbus: Ohio State University, Center for Vocational and Technical Education, September 1970. (ERIC Document Reproduction Service No. ED 043 744) 55P.

This report was designed as a summarization, synthesis, and analysis of literature on research and developmental activities of the newly appointed State Advisory Councils on Vocational Education, in compliance with the Vocational Education Amendments of 1968. Functions and responsibilities included advising the State Board on the development and administration of the state plan for vocational education; evaluating programs, services, and activities under the state plan; and submitting an annual report through the State Board to the U.S. Commissioner of Education and the National Advisory Council. Few research studies concerning the councils had been conducted, and needed research areas and questions on the role of and evaluation performed by the councils were listed.

A critique of research entitled "The effectiveness of public and proprietary occupational training" by Wellford W. Wilms. Washington, D.C.: American Vocational Association, October 31, 1974. (ERIC Document Reproduction Service No. ED 110 674) 15P.

The critique stated that Wilms' reported results and interpretation of those results were generally not supported, nor was the design adequate either to confirm or refute the author's central hypothesis. The report departed from the generally accepted format of scientific reports and mixed facts and interpretations rather freely. In order to assess the study, therefore, the reviewers reconstructed it according to problem, objectives, method, results, conclusions, and recommendations. The reviewers believed that editorializing of the author's biases and assumptions occur throughout the report, unsupported by study data. When the data did not support the author's expectations, there seemed to be a tendency to dismiss undesired conclusions with an alternative explanation or assumption not based on study data.

Davison, Richard L. Programs offered and degrees conferred at North Dakota institutions, July 1, 1973 - June 30, 1974. Bismark, North Dakota: North Dakota Higher Education Facilities Commission, 1975. (ERIC Document Reproduction Service No. ED 105 789) 61P.

This report provided information on degree and certification programs offered as well as completions for fiscal year '73-'74 in North Dakota postsecondary education institutions. Information was categorized by program and by type of institution. Cost information such as tuition, fees, board, and room charges was also included. Information was provided by administrators in each institution. Section one of this report contained information on public and private institutions and Section two covered proprietary institutions.

Directory of occupational education programs in New York state. Albany, New York: New York State Education Department, Office of Occupational Education, 1972. (ERIC Document Reproduction Service No. ED 072 188) 106P.

Contained in this alphabetized directory were the names of secondary and postsecondary education programs offered by New York's public and private institutions. Listed alphabetically by county, only licensed, registered, or approved schools and programs and included.

Duffett, Walter E. *Survey of vocational education and training, 1964-65*. Ottawa (Ontario), Canada: Dominion Bureau of Statistics, Vocational Training Section, March 1968. (ERIC Document Reproduction Service No. ED 027 374) 83P.

Data from monthly and quarterly reports to the Director of Education were summarized to present an overview of vocational education in Canada as offered by public and private institutions excluding universities. Content included federal participation in vocational education and a summary of programs in: (1) institutions of technology; (2) technical, vocational, and composite high schools; (3) trade schools, vocational centers, and occupational courses; (4) apprenticeship training; (5) vocational teacher education; (6) private schools; (7) nursery schools; and (8) the Labour College of Canada. Questionnaires used to gather the data were included.

Dunning, Bruce B., & Unger, James L. *Schools' responses to vouchered vocational training: Experience with the Portland WIN voucher training program*. Washington, D.C.: Bureau of Social Science Research, Inc., July 1975. (ERIC Document Reproduction Service No. ED 114 916) 127P.

Results of a survey of five public and 22 private schools were presented in which Work Incentive Program (WIN) registrants were enrolled for vocational training at the time of the vouchering feasibility test in Portland, Oregon.

Data included responses of school representatives to an interview schedule that asked about the schools, their operations, their reactions to the vouchering program, and what teachers said about WIN registrants who spent their training vouchers in the schools. Pervasive differences in the responses of public and private teachers were attributed to differences in the sizes, organizational structures, and training philosophies of the two categories of schools. The private schools seemed to be more pragmatic in their orientation toward vocational training.

Although the voucher system posed no particular problem for the schools at the time of the survey, it cannot therefore be concluded that problems will not arise if vouchers become available on a large scale and over a longer period of time.

Enns, Abram, & others. *Education in the privately owned vocational schools in Alameda and Contra Costa counties. Report no. 1967-2.* Berkeley, California: California University, School of Education, September 1967. (ERIC Document Reproduction Servicd No. ED 024 760) 69P.

The purpose of this study was to assess the number of privately owned vocational schools, the occupations for which the schools train, and the extent of their enrollment and labor market placement in Alameda and Contra Costa Counties in California.

The study revealed that:
(1) proprietary schools are highly dependent upon a constant supply of students who desire the training they have to offer;
(2) business and cosmetology schools provide continuous employment opportunities for students in times of depression or prosperity;
(3) most students are assisted in getting jobs; and
(4) there are fewer students per classroom.

Erickson, Edward W., & others. *Proprietary business schools and community colleges: Resource allocation, student needs and federal policies.* Washington, D.C.: Department of Health, Education, and Welfare, Office of the Assistant Secretary for Planning, Inner City Fund, June 10, 1972. (ERIC Document Reporduction Service No. ED 103 723) 64P.

The study's objectives were: to describe management techniques and incentives used to operate successful proprietary vocational schools; to compare these techniques and incentives with those existing at community colleges; and to review Federal policies affecting the utilization of proprietary vocational schools. The body of the report contained four parts: (1) a general description of proprietary vocational schools; (2) a description of the missions, student bodies, and management of proprietary schools based on case studies of several proprietary schools: (3) an analysis of the competition between proprietary business schools and community colleges; (4) public policy questions and research issues which derived from the study's findings and concluded with recommendations related to Federal policy and funding methods.

Froomkin, Joseph, & others. The demand for facilities in the post-secondary sector, 1975 to 1990. Washington, D.C.: Froomkin (Joseph) Inc., and Office of Education, Department of Health, Education, and Welfare, 1974. (ERIC Document Reproduction Service No. ED 098 881) 436P.

This report addressed a central question in postsecondary education: how much space is likely to be needed to accommodate students in both nonprofit and proprietary educational sectors between 1975 and 1990. Emphasis was placed on the projections of postsecondary enrollments, size distribution of institutions and campuses, current perception of space requirements, comparison of space-to-space standards, statistical determination of space standards, and estimate of space available 1975-1990, proprietary postsecondary schools, cost of construction, new technologies, and attendance patterns.

Hartsock, Woodrow W. Postsecondary career-technical programs offered by institutions in West Virginia. Charleston, West Virginia: West Virginia Postsecondary Education Commission, 1975. (ERIC Document Reproduction Service No. 103 038) 31P.

This directory of all postsecondary career-technical programs offered in West Virginia was divided into three major sections:

1. Information about programs offered by proprietary institutions, program type, institutions name and address, chief officer's name and title, accreditation and/or affiliation, time required in weeks and hours, and type of award;
2. Information about programs offered in area vocational-technical centers;
3. Information about programs offered in two- and four-year institutions of higher education.

Data accumulated reflected existing institutions and programs as of December 31, 1974.

Hyde, William D., Jr. Metropolitan proprietary schools: A study of functions and economic responsiveness. Final report. Chicago, Illinois: Chicago University, Cooperative Education Center, 1974. (ERIC Document Reproduction Service No. ED 110 630) 211P.

The objective of this research report was to examine how vocational proprietary schools in the Chicago area function by analyzing the schools as an industry and by testing the schools as an economic entity. The following characteristics were analyzed: stability, profitability, and general fiscal characteristics of the industry; mechanics of market structure and operation within a subsector; effect of labor market conditions on the demand for proprietary school training; responsiveness of a proprietary school to changing market conditions and changing technology; and the influence on proprietary schools with the expansion of a community college offering similar courses.

Johnson, Susan E. Proprietary education: A search of the literature. Berkeley, California: California University; Center for Research and Development in Higher Education, 1974. (ERIC Document Reproduction Service No. ED 095 387) 31P.

When the Federal Trade Commission began an all-out drive in 1973 to caution the public about enrolling in some vocational and correspondence schools, several conclusions were noted. There were 10,000 different residential and home-study vocational schools that served about 3.3

million students who paid from $350 to $2000 for a program. However, knowledge of these schools, their operations, and their students was limited.

This paper examined available studies, research reports, and publications relevant to proprietary schools and presented their findings in summary form. Acknowledging that reliable information has only become available within the last three years, the report concluded that Federal interest in proprietary education has increased, funds are available for research, and it is time to reexamine assumptions regarding proprietary education.

Katz, H. H. A state of the art study on the independent private school industry in the state of Illinois. Springfield, Illinois: Illinois State Advisory Council on Vocational Education, May 1973. (ERIC Document Reproduction Service No. ED 078 161) 250P.

An insider's view of an enterprise which has served America since the early 18th Century was presented in this study. The origins and characteristics of the independent private or proprietary schools in Illinois were described as profit-seeking, tax-paying businesses which prosper or decline in proportion to achievement as with any business in the free enterprise system. The majority of such schools were described as occupationally oriented with courses designed to prepare students for job entry in some special phase of the world of work. The primary operational activities of these schools were resident, home study, and extension. The various kinds of independent private schools and the principal courses taught by them were described for areas of specialization in business, trade and technical, art, allied health services, self-improvement, home study, barber and cosmetology, truck driving and heavy equipment operation, and aviation. Further development of these educational institutions and additional study needs were suggested.

McCaffrey, Kenneth J., & King, Elaine (Eds.). College/career choice: right student, right time, right place. Monograph 9. Iowa City, Iowa: American College Testing Program, May 1972. (ERIC Document Reproduction Service No. ED 089 598) 161P.

This document presented conference papers concerning college and career choice. Topics included were: better management of student options, student decision making, American education and an open society, home correspondence courses, proprietary institutions, college degree opportunities for adult, the American College Testing Career Planning Program, federal responsibilities for career education, the impact of changing evaluation patterns on college admissions, and experiential learning.

Meckley, Richard F., & others. *Simulation training in planning vocational education programs and facilities. Final report*. Columbus, Ohio: Ohio State University, Center for Vocational and Technical Education, April 1970. (ERIC Document Reproduction Service No. ED 039 335) 203P.

Developed as part of a project to design, test, and disseminate simulation training materials for state leadership development, these exercises focused on developing personal and technical skills in vocational education program and facility planning. The simulation training strategy provided tryout experiences in interpersonal and other critical problem areas. The four simulated task areas were: program planning, proposal preparation, site selection, and preliminary facility planning. These materials were pilot tested with a class of graduate interns in vocational education at a state university. An earlier publication in this series, featuring the development of supervision and decision-making skills, was available as VT 010 277 in the July issue of "Research in Education."

Miller, Aaron J., & Hyder, Carroll R. (Eds.). *The national conference on post-secondary voc-tech education (San Antonio, Texas, November 5-7, 1969). Position papers and discussion group's notes. Leadership series no. 26*. Columbus, Ohio: Ohio State University, Center for Vocational and Technical Education, December 1969. (ERIC Document Reproduction Service No. ED 037 552) 202P.

The general purpose of the conference was to provide a select group of 145 leaders in vocational and technical education with the opportunity to address the following crucial issues: (1) Who shall be served by post-high school vocational and technical education? (2) How can essential educational personnel for post-high school vocational and technical programs be developed? and (3) What are optimum organizational structures for post-secondary vocational and technical education? Two papers on each of the three topics were developed and presented to the conference by six nationally prominent authors in vocational and technical education. These papers and a synthesis of comments and recommendations offered by conference participants were included in this report.

Montana proprietary schools. Staff report no. 9. Helena, Montana: Montana Commission on Post-Secondary Education, June 1974. (ERIC Document Reproduction Service No. ED 095 950) 96P.

The status of proprietary school education in Montana and the relationship between state-federal agencies and proprietary schools were studied. Data were collected via questionnaires, meetings, personal interviews, personal observations, and input from concerned individuals. The report showed the status, nature, and costs of proprietary occupational and professional education in the Montana private schools; discussed the public value of private schools in Montana; and provided an overview of the schools studied. The report presented an analysis of the role of the following four state departments in proprietary education: Department of Business Regulation; Department of Professional and Occupational Licensing; Department of Fish and Game; and Department of Intergovernmental Relations, Board of Aeronautics. Finally, the report contained lists of Proprietary Schools, Accreditation Organizations, and Student and Consumer Protection Agencies.

Moses, Stanley. The "new" domain of post-secondary education. Syracuse, New York: Syracuse University Research Corporation, New York Educational Policy Research Center, May 1, 1971. (ERIC Document Reproduction Service No. ED 053 642) 9P.

This paper argued that governmental agencies have traditionally been concerned with recording and reporting only the dimensions of the formal "Core of educational activity--the sequential ladder ranging from kindergarten through graduate and professional schools. Missing was a similar recording of participation in the "Educational Periphery"--vocationally oriented programs in business, government, the military, proprietary schools; anti-poverty programs; and culture and leisure-oriented programs in Core institutions. According to data drawn from various sources, the total learning force, in terms of 1970 head count participation, was about evenly divided between the Core and the Periphery. Public and governmental acknowledgement of the Periphery's size and significance should lead to a re-evaluation of educational priorities, to innovation within Core institutions, and to a new understanding of the variety of alternative possibilities for individual learning and for public policy.

Nyquist, Ewald B. Thoughts on the future of private higher education. New York City, New York: Presented before the Board of Trustees of Cornell University, January 22, 1971. (ERIC Document Reproduction Service No. ED 087 313) 15P.

Major points of this speech were:

1. Increase in secular norms in religious institutions.
2. Lack of diversity and efficiency in small colleges.
3. Lack of relation to social problems by urban institutions.
4. Cost-price squeeze for private institutions caused by inflation and high costs of instruction.
5. Mismanagement of private institutions.
6. Lack of adequate support for higher education.
7. Increasing attraction of students to diversified community colleges and non-traditional postsecondary institutions.

Occupations and education, occupational education program development institutes for post-secondary institutions. Columbus, Ohio: Ohio State University, Center for Vocational and Technical Education and Washington, D.C.: American Association of Junior Colleges, 1969. (ERIC Document Reproduction Service No. ED 041 127) 23P.

Two regional Occupational Program Planning Institutes were held to provide inservice education for persons involved in administering such programs. This report contained an edited compilation of reactor comments and discussion group deliberations for these major papers: (1) "Master Planning in Post-Secondary Occupational Education," by George W. Ebey; (2) "Identifying New and Emerging Occupations," by Norman C. Harris; and (3) "Student Recruitment and Selection for Post-Secondary Occupational Education Programs," by Robert M. Knoebel.

Parsons, Michael H. Operation enable: Delivery of services to the new client. Seattle, Washington: Paper presented to the Annual Meeting of the American Association of Community and Junior Colleges (55th, April 13-16, 1975), April 14, 1975. (ERIC Document Reproduction Service No. ED 103 081) 11P.

Hagerstown Community College (HCC) in Maryland has developed a number of new programs to serve clientele in the surrounding area who, in most cases, cannot or would not attend classes on the main cmapus. Some of the new programs included: associate degree programs for inmates at two state prisons; an administration of justice curriculum program at three satellite centers; a contractual program with a local proprietary business college; and a program offered through the Maryland college of the air television network. The two objectives HCC hoped to reach through these programs were access to and efficiency of courses.

Peck, Robert D. Proprietary schools and financial planning A staff report. Salem, Oregon: Educational Coordinating Council, October, 1970. (ERIC Document Reproduction Service No. ED 056 307) 51P.

This report gave an account of how and why accredited proprietary business, trade and technical schools were making major contributions to the needs of individuals in post-high school education. The advantages of proprietary schools were detailed as follows:

1. New and unusual programs;
2. Specialization of programs;
3. Students can usually start a class within a week after enrolling;
4. Course completion can be achieved with a relatively short period of time;
5. The curriculum is usually entirely skill-oriented;
6. Assistance is available in securing employment after training;
7. Deferred payment plans are of direct financial assistance to the students.

As states assume responsibility for appropriate regulation of these low status schools, their potential may be more completely realized.

Phillips, Donald S., & Briggs, Lloyd D. Review and synthesis of research in technical education (2nd ed.). Columbus, Ohio: Center for Vocational and Technical Education, Office of Education, October 1969. (ERIC Document Reproduction Service No. ED 036 639) 50P.

This document provided an analysis and synthesis of some of the research in technical education since August, 1966, and included articles published prior to 1966 which were judged to be significant for showing trends or making comparisons. An overview of research was provided in the following areas: (1) philosophy; (2) manpower needs; (3) educational programs; (4) curriculum; (5) student personnel service; (6) evaluation; (7) administration and supervision; (8) teacher education; (9) learning processes and teaching methods; (10) instructional materials and devices; (11) facilities; and (12) research. It was concluded that: (1) In general, much of the reported research suffered from deficiencies in design and methodology; (2) Descriptive research studies had limited value beyond the situation in which they were conducted; (3) Limited information was available about development and validation of questionnaires and opinionnaires; (4) Research studies dealt with small segments of large problems and tended to be terminal in nature; and (5) The amount of significant research in technical education was still quite limited.

The proprietary school in Oregon: A committee report. Salem, Oregon: Oregon State Educational Coordinating Council, April 1969. (ERIC Document Reproduction Service No. ED 036 621) 27P.

This report of the special Ad Hoc Committee on Private Vocational Schools presents information regarding accreditation of private schools, service provided by these schools, and official recognition of the schools. Recommendations were: (1) representation of proprietary schools on the Educational Coordinating Council; (2) provision by the Council for annual reporting by proprietary schools in a form comparable to that followed by other segments of education, (3) representatives on the Research and Management Data Committee of the Council, and (4) recognition by the state of the accrediting associations for proprietary schools which are recognized by the United States Office of Education.

Proprietary vocational schools. Hearings before a subcommittee of the committee on government operations: House of Representatives, ninety-third congress. Washington, D.C.: Congress of the U.S., House Committee on Government Operations, July 1974. (ERIC Document Reproduction Service No. 105 222) 304P.

The Special Studies Subcommittee of the House conducted an inquiry into proprietary vocational schools to determine ways to limit the misuse of vocational training, to minimize the waste of government funds, and to correct the abuses of misleading advertising, unethical recruiting, and the acceptance of unqualified students. Statements, presented or submitted, covered the fields of education professions development, consumer protection, state administrators and supervisors of private schools, independent colleges and schools, the National Home Study Council, trade and technical schools, postsecondary education, public administration, veterans, Federal aid legislation, and accreditation. There was consensus of opinion regarding the need for Federal regulation of vocational schools, uniform accreditation standards, clearer and enforced delineations of authority in this area, and greater accountability on the part of the schools to ensure superior quality of education.

Quirk, Cathleen, & Sheehan, Carol (Eds.). *Research in vocational and technical education. Proceedings of a conference, June 10-11, 1966*. Madison, Wisconsin: Wisconsin University, Center for Students in Vocational and Technical Education, 1967. (ERIC Document Reproduction Service No. ED 021 976) 287P.

Selected high school, vocational school, community college, university, and industry personnel attended a conference to encourage research and dissemination of research findings in vocational and technical education. Studies reported on were: (1) Vocational Interests and Personality Patterns of High School Dropouts of High Ability; (2) The Prediction of Outcomes of MDTA Programs; (3) Retraining the Disadvantaged; (4) General Vocational Skills and the Secondary Curriculum; (5) The Cluster Concept; (6) Job Placement and Employment Experience of Vocational Graduates; (7) School and Community Factors in Placement of Vocational Graduates; (8) Some Misconceptions about Occupational Choice; (9) Rehabilitation and Training of School Dropouts; (10) Job Stimulation as a Means of Encouraging Career Interests; (11) A Study of Recommendations for Technical Education Curricula; (12) When Should Vocational Training Begin? (13) An Exploratory Socio-Economic Study of Private Vocational Schools; (14) Industry Participation in Local Vocational and Technical Education; (15) Pre-Technology Programs in the San Francisco Bay Area; (16) Common Elements in Paramedical Education; and (17) Project FEAST: A Preparatory Program for Employment in Hotels and Restaurants.

Reducing abuses in proprietary vocational education. Twenty-seventh report by the committee on government operations. Washington, D.C.: Congress of the U.S., House Committee on Government Operations, December 30, 1974. (ERIC Document Reproduction Service No. ED 105 147) 48P.

The Federal government has become increasingly involved in the proprietary vocational school industry by way of loans and grants to students, veterans' benefits, contracts for the provision of training between schools and rehabilitation and other government agencies, other financial relationships, and associated supervisory and regulatory responsibilities. This involvement, and concern over reported abuses, led to the hearings which provided a discussion of: the nature of proprietary education; potential problems in proprietary education; an analysis of problem areas; and safeguards against abuses. Steps to be taken toward the development of a better system were recommended.

Review and synthesis of research on the economics of vocational education. Research 16. Columbus, Ohio: Ohio State University, Center for Vocational and Technical Education, November 1968. (ERIC Document Reproduction Serivce No. ED 023 937) 62P.

The purpose of this publication was to introduce vocational educators and others interested in occupational education to research and writings on the economics of vocational-technical education. Research pertaining to cost-benefit and cost-effectiveness analyses of vocational education and manpower training programs were emphasized. Major sections were devoted to a review of research and writings pertaining to the theory and concepts of the economics of education, the methodological and conceptual problems involved in evaluating vocational-technical education programs using cost-benefit and cost-effectiveness studies of public school vocational technical programs and manpower training programs, and the use of followup studies as a means of evaluating vocational-technical education programs.

Revised recommendations. Commission on post-secondary education (Montana). Helena, Montana: Montana Commission on Post-Secondary Education, June 1974. (ERIC Document Reproduction Service No. ED 095 736) 54P.

The document presented recommendations of the Montana Commission on Post-Secondary Education. Recommendations concerned goals and accountability, institutional missions, governance, planning, educational policies, special subjects, tenure and staffing, health care education, Native American education, proprietary education, and financing.

State directory of public and private postsecondary education institutions and agenices in Maryland. Annapolis, Maryland: Maryland Council for Higher Education, September 1974. (ERIC Document Reproduction Service No. ED 104 214) 98P.

The directory was prepared to facilitate communication among those concerned with higher education. Contained in this directory were the addresses, phone numbers, and names of the staff of various Maryland institutions and agencies. The contents were divided as follows: the coordinating agency, segment boards, both state agencies concerned with higher education, the 2-year public colleges, 4-year public colleges, the University of Maryland, 2-year private colleges, 4-year private colleges, U.S. Service Academy, and proprietary schools.

Testimony on the proposed regulation of proprietary vocational schools before the federal trade commission: National advisory council on vocational education. Washington, D.C.: National Advisory Council on Vocational Education, December 19, 1974. (ERIC Document Reproduction Serivce No. ED 105 104) 11P.

The Council endorsed the principle of Federal regulations for proprietary vocational institutions. It supported the general thrust of the proposed Federal Trade Commission (FTC) rule covering advertising claims, disclosures to individuals, contractual cooling-off period, and cancellations and refunds. It proposed amendments which would selectively revise the advertising provisions; strengthen the individual disclosure provisions to further aid students; and make provisions relating to the cooling-off period, cancellations, and refunds more equitable to the schools.

Trivett, David A. Proprietary schools and postsecondary education. ERIC higher education research report no. 2, 1974. Washington, D.C.: ERIC Clearinghouse on Higher Education, 1974. (ERIC Document Reproduction Service No. ED 090 889) 62P.

This report described proprietary schools as profit-oriented, privately-owned institutions, that train students for job entry. Emphasis was placed on the past and future images of proprietary schools; the number and types of proprietary schools; distinctive operating features; instruction and faculty; students in and out of proprietary schools; the social value of proprietary schools; research problems; and abuses, accreditation and regulation.

Waldrip, Lynn, & others. Private vocational schools in North Dakota. Grand Forks, North Dakota: North Dakota University, College of Education, November 1966. (ERIC Document Reproduction Service No. ED 013 307) 34P.

A survey of all privately owned vocational schools in North Dakota was made to determine the educational opportunities offered by these schools. Data obtained on the 16 schools included: ages of students, percent working while attending school, types of financial assistance provided by the schools, enrollment criteria, type of training and time required, tuition, percent of students who completed training, percent placed on jobs by school, beginning wage of graduates, cities where majority of students find work after graduation, percent of students remaining on initial job over two years, schools with followup programs for evaluating curriculum, and date of last followup. Enrollment from 1962-63 to 1965-66 increased from 1,825 to 2,559.

Ward, Charles F. (Ed.). Perspectives on accreditation of postsecondary occupational education. Raleigh, North Carolina: North Carolina State University, Center for Occupational Education, 1970. (ERIC Document Reproduction Service No. ED 053 321) 100P.

The Center for Occupational Education sponsored a

National Conference on Accreditation of Public Postsecondary Occupational Education, Held in Atlanta, Georgia on June 10-12, 1970. The major papers presented at that conference were: (1) The Continuing Need for Nongovernmental Accreditation, by Frank F. Dickey; (2) Specialized Accrediting Agency Activities in Occupational Education, by Jerry W. Miller; (3) The Role of the Accreditation and Institutional Eligibility Staff of the U.S. Office Of Education in Accreditation of Postsecondary Occupational Education, by John R. Proffitt; (4) An Analysis of Accreditation of Postsecondary Occupational Education in the U.S., by Charles F. Ward; (5) Accreditation of Postsecondary Occupational Education: Issues and Alternatives, by William K. Selden; (6) The American Vocational Association and the Development of Standards for Occupational Education by Lane C. Ash; (7) The Community Junior College Approach to Specialized Program Accreditation, by Kenneth G. Skaggs; and (8) A Holistic Approach to Evaluating Occupational Education, by John K. Coster and Robert L. Morgan.

Ward, Charles F. The state of accreditation and evaluation of postsecondary occupational education in the United States. Raleigh, North Carolina: North Carolina University, Center for Occupational Education, 1970. (ERIC Document Reproduction Service No. ED 052 364) 243P.

Designed to provide an input to the Southern Association of Colleges and Schools' Committee on Occupational Education, this study took on national significance because it was the first comprehensive study of accreditation for occupational education. It outlined the development, organization, and procedures of the regional specialized, and governmental accrediting agencies in the United States. The arguments for and against separate accreditation of occupational education were presented.

Ward, Dale E. The proprietary school in Oregon: 1971. A council report. Salem, Oregon: Educational Coordinating Council, February 1971. (ERIC Document Reproduction Service No. ED 056 308) 52P.

In Oregon, schools licensed by the Department of Education served a broad base of occupational training needs and were governed by broadly stated and permissive legislation. The loose construction of statutes gave the Department's Advisory Committee its purpose. The Committee and the Department jointly set standards of operation for the proprietary school. These conclusions were reached: (1) State licensing agencies for proprietary schools have established a close and unique relationship with the proprietary school in Oregon which is nationally unprecedented; (2) The proprietary school can no longer be ignored in the assessment of educational resources in the state; (3) There is a need for the state to be equipped to objectively assess the performance of a school in at least teacher training and supervision and program evaluation.

Wilms, Wellford W. *Proprietary and public vocational students. ERIC higher research currents.* Washington, D.C.: ERIC Clearinghouse on Higher Education, March 1974. (ERIC Document Reproduction Service No. ED 089 576) 4P.

This report identified some of the major findings about residential proprietary students (excluding correspondence schools). This country's ten thousand proprietary, or profitmaking, vocational schools are big business. They enroll over 3 million students each year, producing gross annual revenues of at least 2.5 billion dollars on which substantial corporate, property, and personal income taxes are paid. Cosmetology schools represent a third of the total number; trade and technical schools another third. Although correspondence schools represent less than a tenth of the proprietaries, they enroll two-thirds of the students and produce over half of the industry's income. Despite their unavoidable presence, proprietaries weren't discovered by educational policy-makers until a few years ago. One plausible explanation is that in the early days proprietary schools were conducted as businesses, but academic and business interests may change into outright competition as all schools scramble for their share of the student market and federal dollars.

Wilms, Wellford W. *Public and proprietary vocational training: A study of effectiveness.* Berkeley, California: California University, Center for Research and Development in Higher Education, 1974. (ERIC Document Reproduction Service No. ED 100 459) 229P.

The study was designed to test the effectiveness of 21 public and 29 proprietary schools in four large metropolitan areas by following 2,270 graduates from six large and fast-growing occupational programs into the labor market and assessing their success. Findings included: (1) average proprietary instructional costs were 35 percent less than public costs; (2) they concentrated on specific, short, intensive job training and tended to work their teachers more and to pay them less: (3) proprietary schools recruited and seemed to hold the less-advantaged student better; (4) only 2 of 10 graduates of either kind of school who chose professional or technical-level training ever got those jobs; (5) almost 8 of 10 graduates of either kind of school who chose lower-level clerical or service worker program got those jobs, but most earned less than the federal minimum wage; (6) public and proprietary school graduates had about the same occupational success, after controlling for differences in their background; (7) female graduates always earned less than male graduates and ethnic minorities generally earned less than whites in the same jobs; (8) apparently because the proprietary students paid twenty times for their courses, they were generally less satisfied than their public counterparts.

Wolman, Jean M., & others. A comparative study of proprietary and non-proprietary vocational training programs. Volume 1. Final report. Palo Alto, California: American Institutes for Research in Behavioral Sciences, November 1972. (ERIC Document Reproduction Service No. ED 067 523) 130P.

Results of a survey undertaken to provide data about proprietary schools, their students, and their programs were presented. All proprietary schools in four metropolitan areas of the United States which trained students in four selected occupational areas were surveyed. Included for comparison purposes were non-proprietary schools offering comparable vocational training in the same geographical areas. This report contained the results of these surveys and focused particularly on the following: (1) a comparative description of proprietary and non-proprietary schools, students, and alumni; (2) analysis and discussion of alternate measures of training effectiveness including placement, cost-benefit, and non-monetary measures; (3) discussion of such issues as recent changes in program offerings and student bodies and the incentives to which proprietary schools respond in making these changes; and (4) conclusions and recommendations regarding evaluation, government funding, and dissemination of information regarding vocational education.

Worthington, Robert M. Career education: An alliance with private vocational schools. Washington, D.C.: Paper presented at the 8th Annual Conference of the National Association of Trade and Technical Schools (June 15, 1972) 1972. (ERIC Document Reproduction Service No. ED 085 524) 12P.

The importance of private trade, technical, and other specialized occupational schools in meeting the needs of an increasingly technological society was reviewed. The developments of career education emphasized by Office of Education activities were explained. Advantages that proprietary vocational schools have over public ones were described. New FTC regulations for private vocational and home study courses will strengthen their reputations by combating misrepresentations and cooperation and understanding between these schools and the Federal government must be implemented. Accreditation is important in upgrading educational standards. Legislation which has importance for private vocational schools was reviewed.

REPORTS

Christian, C. E. Analysis of a pilot survey of proprietary schools. Los Angeles, California: Higher Education Research Institute, April 1974, 23P & Attachments.

Generally, researchers have been unable to provide information about how proprietary students compare to those in the traditional collegiate sector. This study attempted to provide such comparisons. It was a preliminary investigation to determine the effectiveness of present data-gathering methods for proprietaries, and to compare the information on student characteristics to national normative data for all college and university freshmen based on the national normative data for freshmen attending all public two-year colleges.

The findings were presented within several general areas: socioeconomic background, educational preparation and aspirations, reasons for college and career choice, financial support, and life goals, social attitudes, and self-concepts. Comparisons were made with all college freshmen against a sample of students in proprietary institutions which were accredited by national accrediting bodies and are included in this report.

Erwin, J. Michael. The proprietary school: Assessing its impact on the collegiate sector. Ann Arbor, Michigan: Center for the Study of Higher Education, School of Education, University of Michigan, February 1975, 61P.

The study data described the schools, their students, and their present competition with collegiate institutions. The impact was assessed in relation to patterns and level of future federal financing of postsecondary education. Short term rather than long-range assessment of impact was undertaken.

Some factors which might affect the future impact on collegiate institutions by proprietary schools included:

(1) Modifications in Federal Student Grant Programs,

(2) Competition with Higher Education,
(3) New career training demands,
(4) Increased regulation of proprietary schools,
(5) Inflation.

The final conclusion was that the impact proprietary schools have on the collegiate sector will be largely determined by the response of collegiate leaders.

Katz, H. H. *A state of the art study on the independent private school industry in the state of Illinois*. Springfield, Illinois: Prepared for the State of Illinois Advisory Council on Vocational Education, May 1973, 230P.

This report covered a wide variety of subjects related to the independent private school industry with emphasis on Illinois data. Some of the topics discussed were: origins, purposes, philosophies, background, history, contributions, advantages and disadvantages; local, regional, and national organization; organization, operation, and management; composition of student bodies; principal courses taught in selected schools; and financial assistance.

The report included a limited amount of new data. However, it offers one of the best reviews and synthesis of existing information available on the general subject of proprietary education.

Kempfer, Homer. *Private home study schools in Illinois. Prepared for the State of Illinois Advisory Council on Vocational Education*. Reston, Virginia: Institute for Independent Study, Inc., 1973, 106P.

In this report, the history and development of private correspondence schools (home study); courses and clientele, student characteristics, subject areas, costs of home study courses; strengths and weaknesses; and home study's contributions to education were outlined.

The study was limited to the state of Illinois. It contained listings of private home study schools and courses offered by these schools. Conclusions suggested a closer integration of private and public educational agencies and institutions.

Mann, Thomas W., & Richardson, Thomas E. Directory to Illinois and out-of-state private business and vocational schools. Springfield, Illinois: Office of the Superintendent of Public Instruction, 1970, 22P.

The Directory was published as a service to individuals seeking information on private business and vocational schools. It listed the schools as: in-state private business, in-state private vocational, out-of-state private business, and out-of-state private vocational.

Schools listed in the Directory had been approved in accordance with "An Act in relation to the regulation of business and vocational schools" (Approved July 13, 1955; title as amended by House Bill 1358, approved October 7, 1969.). Despite its age, the document should serve as a useful guidance tool for counselors in Illinois.

Proffitt, John R. Accredited postsecondary institutions and programs. Washington, D.C.: United States Office of Education, 1971, 136P.

Broader in scope than previous publications, this annual directory included accredited postsecondary specialized and vocational institutions by state and occupational area, as well as tax supported institutions of higher education. The goal was to provide information to offices of postsecondary educational institutions and guidance counselors and students at the secondary and postsecondary levels.

Roth, James E. Report on the use of proprietary institutions. Springfield, Illinois: Task Force Committee, State Board of Higher Education, June 20, 1973, 10P.

This Task Force was organized to address itself to the following question and make recommendations to the Superintendent of Public Instruction:

> Can the proprietary institutions in Illinois work in cooperative programs with secondary schools and community colleges to reduce the cost of vocational education and/or increase the delivery system for vocational and career education?

The Committee identified two problems of real significance. The first was the general lack of information and/or hesitancy on the part of public institutions to initiate cooperative agreements. The second was that no single state agency can require educational institutions to participate in cooperative programs under the present governance structure funding patterns, and rules under which such agencies as the Office of the Superintendent of Public Instruction, Division of Vocational and Technical Education, Registration and Education, Illinois Junior College Board, and the Illinois Board of Higher Education are working.

The Task Force made recommendations to the Superintendent of Public Instruction and included a number of actions state agencies could undertake to support these efforts.

Testimony on proposed regulation of proprietary vocational schools before the Federal Trade Commission. Washington, D.C.: National Advisory Council on Vocational Education, December 19, 1974, 5P & Addendum.

The National Advisory Council on Vocational Education endorsed the principle of federal regulation of proprietary vocational institutions and proposed amendments dealing with advertising, claims, disclosures to individuals, contractual cooling-off periods, cancellations, and refunds.

Trivett, David A. Proprietary schools and post-secondary education. (ERIC/Higher Education Research' Report No. 2). Washington, D.C.: The American Association for Higher Education, 1974, 53P.

With debate about the purposes of higher education and the introduction of the phrase "postsecondary education," the proprietary schools are being studied with renewed interest. Due to a lack of information, negative connotations persist, especially concerning their educational merits and value to society.

In this report, the author provided an excellent overview of proprietary institutions; their past and future missions; number and types of schools; distinctive features; faculty and students; social values; abuses, accreditation, and regulation.

The report was concluded with a description of current campaigns and new and proposed legislation affecting proprietary schools. The work provided an excellent synthesis of both facts and opinions gathered by others.

Wilms, Wellford W. Proprietary versus public vocational training. Berkeley, California: Center for Research and Development in Higher Education, University of California, 1973, 117P.

The report described the differences in background, abilities, motivation, and attitudes of over 1,000 students from 50 randomly selected public and proprietary vocational schools located in major metropolitan areas of the United States.

The report indicated that public schools with their need to maintain a broad base of middle-class, tax-paying support, offered broad programs. The proprietary schools' programs were identified as being specific and determined by current labor market and consumer needs. As the proprietary schools were governed by the profit motive, rather than political survival, the indication was that proprietary schools had a built-in incentive to seek out student markets not served by public schools.

Wilms, Wellford W. Public and proprietary vocational training: A study of effectiveness. Berkeley, California: University of California, Center for Research and Development in Higher Education, 1974, 190P & Appendices.

This study was organized around the concept that public and proprietary schools are distinctly different from each other. It included graduates from 21 public and 29 proprietary schools located in the San Francisco Bay area, Miami, Chicago, and Boston in six different occupations of accounting, dental assisting, electronic data processing, electronic technician, secretarial, and cosmetology.

Findings included the following:

(1) Graduates of public schools have about the same success in the labor market as graduates from proprietary schools;

(2) There were no differences in personal growth between public and proprietary graduates for any occupational group;

(3) Proprietary graduates were significantly less satisfied, partly due to their lower-level jobs;

(4) With the exception of dental assistants, women and ethnic minority graduates from both public and proprietary schools earned less than men in the same jobs;

(5) Public schools were larger and staffed with more middle-aged, better-paid teachers who spent fewer hours in the classroom each week. No relationship was found between these variables and how well the graduates fared;

(6) Teaching costs were borne mostly by the tax payers in public schools, and by the students in proprietary schools.

GLOSSARY OF TERMS

Definition of Terms

Approved schools--those proprietary schools having fulfilled the requirements for operation with the Illinois Office of Education, Department of Education and Registration, or the Office of the Secretary of State, to conduct instruction in specific occupational fields within the state of Illinois.

Barber schools--proprietary schools providing instruction in barbering and approved by the Illinois Department of Education and Registration.

Cosmetology/beauty schools--proprietary schools providing cosmetology instruction and approved by the Illinois Department of Education and Registration.

Courses/coursework--complete programs of instruction in the proprietary school sector leading to occupational employability.

National accreditation--voluntary process that proprietary schools undertake with their respective accrediting commission for self-improvement through constant self-evaluation and upgrading of all aspects of member schools. For example: trade and technical schools, the National Association of Trade and Technical Schools; business schools, the Association of Independent Colleges and Schools; cosmetology schools, the Cosmetology Accrediting Commission.

Postsecondary education--any and all educational experiences beyond high school graduation.

Proprietary school--an educational institution privately owned and operated that offers vocational preparation through coursework and charges tuition for said instruction.

Resident proprietary school--a proprietary school that is organized in such a manner that students and faculty come together at the school location for the total instructional preparation.

School administrator/school manager--individual employed or owner of a proprietary school that participated in on-site interview survey for the purposes of this study.

APPENDICES

APPENDIX A

Letter of Endorsement

from Illinois Federation of Independent Private Schools

ILLINOIS FEDERATION of
INDEPENDENT PRIVATE SCHOOLS

1135 West Fullerton Avenue Coyne American Building Room 600 Chicago, Illinois 60614 (312) 935-2520

September 3, 1976

Dear Federation Member:

Last year Southern Illinois University at Carbondale conducted a study related to the characteristics of students in Illinois private schools.

This study is generally favorable to our industry and does much to support the position of proprietary schools. I have asked the University to send a copy of the study to each proprietary school. You will be hearing from Southern Illinois University shortly.

The University is conducting a second follow-up study designed to produce an inventory of educational resources in Illinois. I recommend that each school participate in this second study.

The results of this new work will be forwarded to counselors and other persons interested in the total educational and training resources of our state.

Sincerely yours,

ILLINOIS FEDERATION of INDEPENDENT PRIVATE SCHOOLS

John J. Freeman

John J. Freeman
President

JJF/fp

APPENDIX B

Phase I Questionnaire

SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

September 15, 1976

A study of Illinois resident proprietary (private) schools entitled Proprietary Education: Alternatives for Public Policy and Financial Support is being conducted during this school year.

One phase of this project is to develop a state-wide directory of resident proprietary schools. The directory would be used by various agencies, i.e., Comprehensive Employment Training Act (CETA), Veterans' Administration, Division of Vocational Rehabilitation (DVR), employment services, and secondary school counselors.

Personnel involved in the study have met with Mr. H. H. Katz, Past President, and Mr. John Freeman, President, Illinois Federation of Independent Private Schools and have received their endorsement of the study as indicated in the enclosed letter.

With your help in developing the directory, your school will receive state-wide exposure. Would you please complete the inventory on the inside according to the directions.

We look to you for help in furthering proprietary education in the state of Illinois. Upon completion of the directory, your school will receive a complimentary copy.

Yours truly,

Glen A. Pedersen

Glen A. Pedersen
Associate Director
Proprietary Education Study

kj

DIRECTIONS FOR PROPRIETARY SCHOOL INVENTORY FOR STATE-WIDE DIRECTORY

1, 2, 3. Fill in school name, location and school type.

4. Indicate name of individual completing form.

5. Indicate date school was founded.

6. Give school telephone number including area code.

A. *Program Title:* List title to all programs that are available at your institution, (i.e., Civil Engineering, Barber, Secretary, etc.)

B. *Program Cost:* Indicate full time tuition cost. Show fees for each program, if applicable, (i.e., supplies, tools, laboratory use, etc.)

C. *Full-Time Program Length:* Indicate total number of weeks per program and total contact hours for that program. (i.e., 30 wks./900 hrs.)

D. *Students May Take Courses Part Time:* Indicate by circling yes or no whether a student may attend part-time. Check weekend column if courses are offered 5:00 P.M. Friday through 7:00 A.M. Monday.

E. *Students May Begin Courses:* Indicate at what time/times of the year a student may begin coursework.

F. *Admission Requirements:* Indicate educational level or age needed for enrollment in each program, (i.e., 18 yrs. of age, G.E.D., High School Diploma, Citizenship, Past training, Health Certificate, etc.).

G. *Employment Objectives or Job Trained for by Program:* (i.e., Program Title—Income Tax Courses, Job Trained for by program—Income Tax Preparer)

Proprietary School Inventory for State-Wide Directory

1. School: ______________________

2. Location: ______________________
Street or Box No. City State Zip

3. Check School Type:
____ Voc./Tech.
____ Business
____ Beauty Culture
____ Barber
____ Self-Improvement
____ Other ________

4. Official Completing Form ______________________

5. Date of founding ____________

6. Telephone: A/C (____) ____________

A	B		C	D		E	F	G
Program Title	Program Cost Tuition	Fees	Full-Time Program Length Total Wks. / Contact Hrs.	Students May Take Courses Part Time	Weekend	Students May Begin Courses	Admission Requirements	Employment Objectives or Job Trained for by Program
1.			/	Yes No				
2.			/	Yes No				
3.			/	Yes No				
4.			/	Yes No				
5.			/	Yes No				
6.			/	Yes No				
7.			/	Yes No				
8.			/	Yes No				
9.			/	Yes No				
10.			/	Yes No				

PLEASE SEND A COPY OF YOUR SCHOOL CATALOG OR BROCHURE

Turn Page to Complete Inventory

1. Is your school a member of any state association?

_____ Yes _____ No

If yes, please identify ____

____

2. Check the following agencies through which your school is licensed:

_____ Illinois Office of Education
_____ Illinois Department of Registration and Education
_____ Office of Secretary of State
_____ Illinois Department of Transportation

3. Is your school accredited by any other association or bureau in addition to the agencies listed in Question 2?

_____ Yes _____ No

If yes, please list ____

____

4. Would your school be interested in cooperative and/or contractual arrangements in offering instruction with an area community college after administrative and financial matters were clarified?

_____ Yes _____ No

5. Does your school provide a placement service?

_____ Yes _____ No

6. Is your school approved by the Veterans' Administration?

_____ Yes _____ No

7. Mark all of the following which are helping your students to pay their school expenses:

_____ BEOG or SEOG
_____ Veterans' Benefits
_____ DVR or Social Security
_____ CETA
_____ State Guaranteed Loan
_____ NDSL
_____ Loan or deferred payment from the school
_____ Federal work-study program
_____ State Scholarship program
_____ Other loans

8. Does your school have personal counseling available?

_____ Yes _____ No

9. Does your school provide housing information for students?

_____ Yes _____ No

If yes, please explain ____

10. Of the following recruiting methods which receive the most emphasis?

_____ Salesmen
_____ Flyers to written inquiries
_____ High school visitation
_____ Federal program referrals
_____ Newspaper and magazine advertisements
_____ Others, please explain

THANK YOU FOR YOUR COOPERATION- PLEASE ENCLOSE A SCHOOL CATALOG OR BROCHURE

APPENDIX C

First Follow-up on Phase I Questionnaire

SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

October 5, 1976

Dear Director:

Recently your school received a program directory sheet from our office that was prepared with help from Mr. H. H. Katz and Mr. John Freeman, President, Illinois Federation of Independent Private Schools. We have yet to receive your inventory sheet in our office. In case it has been misplaced I have enclosed another copy complete with directions.

Would you please take a few minutes of your time, so the directory to be printed for state-wide use by high school educators and state officials will include your school's information.

If your form has been returned prior to receiving this, please disregard this letter and we will mail your school a copy of the directory upon completion.

Sincerely,

Glen A. Pedersen
Associate Project Director

kj

APPENDIX D

Second Follow-up on Phase I Questionnaire

SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

November 4, 1976

Dear Director:

We are now in the final phase of preparing the directory of resident proprietary schools in the State of Illinois. We still have not received the information from your school, and would like to include your school in the directory.

Our plans are to publish approximately 1,500 copies of these directories. The directory will be distributed to all public secondary schools in the state, as well as to key personnel in the Illinois Office of Education and other state agencies, and to participating proprietary schools.

Please complete the enclosed questionnaire as soon as possible and return it in the postage-free envelope. PLEASE HELP US TO PROVIDE YOUR SCHOOL WITH THE ADDITIONAL EXPOSURE TO THOUSANDS OF PROSPECTIVE STUDENTS IN THE STATE OF ILLINOIS.

Sincerely,

Glen A Pedersen

Glen A. Pedersen

GAP:lj

Enclosures

APPENDIX E

Phase I Thank You Letter to Participants

SIU

**Southern Illinois
University at Carbondale
Carbondale, Illinois 62901**

**Department of Vocational Education Studies
USOE Proprietary Education Project**

This is to indicate that we have received your school's inventory, and it will be included in the state-wide directory of proprietary schools. The directory will be compiled and copies provided for various state agencies i.e., Comprehensive Employment Training Act (CETA), Division of Vocational Rehabilitation (DVR), Veterans' Administration, state employment services and to high school counselors.

Thank you for your cooperation in the initial phase of developing the directory. A complimentary copy will be mailed to you in the near future.

Sincerely,

Glen A. Pedersen

Glen A. Pedersen
Associate Director

kj

APPENDIX F

Letter Accompanying Directory

Sent to Participating Proprietary Schools

SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

Dear Director:

In August we started the process of developing the enclosed directory. With your participation, we are happy to send your school this complimentary copy. This copy will provide you an opportunity to see the work that has been accomplished to aid in furthering resident proprietary education in the state of Illinois.

In compiling the directory, a sincere effort was made to record your school's information as accurately as possible. We feel that this directory will be a big step in allowing various agencies, i.e., Comprehensive Employment Training Act (CETA), Veteran's Administration, Division of Vocational Rehabilitation (DVR), employment services, and secondary school counselors, to view proprietary schools as another opportunity for community services through their use of the directory.

We again want to express a special thanks to you for your willingness to participate in this phase of our USOE Proprietary Education Study and in making the statewide directory possible.

Best wishes for a successful year.

Sincerely,

Glen A. Pedersen

Glen Pedersen

kj

Enclosure

APPENDIX G

Letter Accompanying Directory

Sent to Non-Participating Proprietary Schools

SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

Dear Director:

In August, we started the process of developing the enclosed directory. We are happy to send your school this complimentary copy. This copy will provide you an opportunity to see the work that has been accomplished to aid in furthering resident proprietary education in the state of Illinois.

We feel that this directory will be a big step in allowing various agencies, i.e., Comprehensive Employment Training Act (CETA), Veteran's Administration, Division of Vocational Rehabilitation (DVR), employment services, and secondary school counselors, to view proprietary schools as another opportunity for community services through their use of the directory.

Best wishes for a successful year.

Sincerely,

Glen Pedersen

kj

Enclosure

APPENDIX H

Letter Accompanying Directory

Sent to Agencies and High School Counselors

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

Dear Director:

In August, we started the process of developing the enclosed directory, under a grant from the United States Office of Education, with the goal of developing a document that would aid various agencies and secondary schools in the state. This directory lists approved schools offering private vocational postsecondary training in the state of Illinois.

In compiling the directory, a sincere effort was made to record each school's information as accurately as possible. If your agency or school requires additional information, please contact the school directly to aid in clarification and developing further contact with the school.

We feel this directory will be a big step in allowing various agencies, i.e., Comprehensive Employment Training Act (CETA), Veteran's Administration, Division of Vocational Rehabilitation (DVR), employment services, and secondary school counselors, to view proprietary schools as another opportunity for community services through your use of the directory.

Sincerely,

Glen Pedersen

kj

Enclosure

APPENDIX I

Phase II Questionnaire

Proprietary Education Study
Interview Questionnaire

School name ______________________________

School address ______________________________
(street) (city) (zip)

School type:

___ Voc/Tech

___ Business

___ Barber

___ Beauty Culture

___ Self-Improvement

___ Other, list ______________________________

School Classification:

___ Upper 1/3 of state

___ Middle 1/3 of state

___ Lower 1/3 of state

___ SMSA Region

Telephone A.C. (___) ___ - _______

Date of Founding ________________

Chief Officer ______________________________
(name) (title)

Interviewee ______________________________
(name) (title)

Interviewer ______________________________
(name) (title)

Accreditation/Physical Facilities/Enrollment

1. Is your school a member of any local, state, regional, or national association? (i.e., Illinois Federation of Independent Private Schools, Illinois Association of Barber Schools & Colleges, Association of Independent Business Schools).

___ Yes

___ No

If yes, check all that apply

___ Local ______________________
(name)

___ State ______________________
(name)

___ Regional ____________________
(name)

___ National ____________________
(name)

2. Which of the following state agencies approves your school?

___ Illinois Office of Education

___ Illinois Department of Registration and Education

___ Office of Secretary of State

___ Illinois Department of Transportation

___ Other, ____

3. Is your school accredited by any regional or national association? (i.e., National Association of Trade & Technical Schools, Association of Independent Colleges & Schools).

___ Yes If yes, how may years __________

___ No

If yes, Identify ____

____

4. What is the total number of square feet utilized by your entire school facility? (excluding living quarters for students)

___ Total square feet

5. Of the total square feet stated in No. 4, what percentage is utilized in each of the following areas?

___% Instructional area (classrooms, lecture room shops, laboratories, instructor offices, library and media areas)

___% Administrative area (administrative offices, conference rooms, secretarial area)

___% Student & faculty lounge area (coffee room, recreation area, rest rooms)

___% Dead areas (halls, elevators, wire rooms)

___% Other, identify ____

100%

6. Which one of the following best describes the ownership status of your school?

___ Proprietorship (individual)

___ Partnership (number of partners ___)

___ Independent business corporation

___ Franchise

___ Corporate subsidiary

___ Member of corporate chain of schools

7. How long has your school been under its present ownership?

___ years

8. How long has your school been at its present location?

___ years

9. Has your school considered expanding, building, or relocating in the past five years?

___ Yes

___ No

If yes, give reasons ____

____

If no, give reasons ____

____

10. Considering your total budget, approximately what percentage is expended in each of the following categories?

___% Personnel Services

___% Operating expenses (utilities, dues & subscriptions, repair & maintenance, building insurance, interest expense, advertising & recruitment, rent)

___% Supplies & materials (expendables, paper, etc.)

___% Travel (administrative or instructional staff)

___% Capital outlay (equipment, remodeling, building)

___% Others, explain ____

100%

11. How many weeks per year is instruction available at your school?

___ weeks

Enrollment Data
(Last Reporting Period)

1. What has been your cumulative total enrollment (headcount) in all programs during the past year?

___ total enrollment

2. How many hours per day/evening does your school provide instruction?

5 p.m.

Day	Evening
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

3. What is the percentage of your current enrollment to your total capacity enrollment during your school year?

___ Percentage

4. What percentage of students that initially enroll, will normally complete their program?

Program Title	Percentage of completers
1.	
2.	
3.	
4.	
5.	

5. Which of the following are entrance requirements for your school? (check as many as apply)

___ Age

___ Health certificate or examiniation

___ Marriage certificate

___ High school diploma/GED

___ 8th grade completion

___ Some high school work

___ Entrance examination

___ Interview

___ Previous work experience

___ Other, explain ______________________________

6. Does your school make exceptions to the entrance requirements for students?

___ Yes

___ No

If yes, how are these cases handled? ______________________________

____

7. When may student begin their programs? (check the one best answer)

___ Daily

___ Weekly

___ Bi-weekly

___ Monthly

___ Bi-monthly

___ Quarterly

___ Semi-annual

___ As vacancies occur

___ Other, explain ______________________

____

8. Tuition & Fees by program is:

Program title	Tuition	Fees	Total
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

9. Is/are your program(s) approved by the Veteran's Administration for reimbursement of student educational expenses?

___ Yes

___ No

Administrative Policy

1. Does your school provide a placement service for program completers?

   ___ Yes

   ___ No

2. If the answer to No. 1 is yes, which of the following items best characterize your placement service? (check as many as apply)

   ___ Placement available at program completion

   ___ Placement available for specific number of years

   ___ Fee charged

   ___ Others, explain ______________________________________

   ____

3. If the answer to No. 1 is yes, which of the following placement services are utilized by your school? (check as many as apply)

   ___ Provide assistance to students in developing resumes

   ___ Provide students with interview practice

   ___ Maintain file containing personal references and grades on students for employer use

   ___ Invite prospective employers to interview students nearing graduation

   ___ Provide information on current job openings

   ___ Other, please explain ________________________________

   ____

4. What percentage of program completers utilize your placement services?

   ___ Percentage

5. Do you feel the state agency that approves your school is aware of the needs of private independent schools?

___ Yes

___ No

If no, explain ______________________________

____

6. Is your school in competition with the public community colleges for student enrollment in your geographic area?

___ Yes

___ No

If yes, explain ______________________________

____

7. Which of the following by importance attract students to your school? Label each.

V-Very Important
S-Somewhat Important
N-Not Important

V	S	N	
___	___	___	Location of the school
___	___	___	Convenient starting date
___	___	___	Offer of financial assistance
___	___	___	Specialized program
___	___	___	Reputation of the school
___	___	___	Length of time required
___	___	___	Job placement ability
___	___	___	Cost of the program
___	___	___	Emphasis on practical training

8. Would your school be interested in cooperative and/or contractual arrangements in offering instruction with an area community college after administrative and financial matters were clarified?

___ Yes

___ No

9. Students are recruited by which of the following methods? (check as many as apply)

___ School representative (agent)

___ Brochures returned to written inquiries

___ High school visitations

___ State agencies (DVR, CETA)

___ Newspaper, magazine advertisement

___ Referrals from former students

___ Television advertisement

___ Yellow pages

___ Radio spots

___ Catalogs and brochures distributed to high schools and agencies

___ Other, explain ______________________________

10. Of the recruitment techniques checked in No. 9, that require an investment of the part of the school, which provides the greatest return for dollar invested?

____

____

____

11. If resident proprietary schools in Illinois were to receive direct service and/or support from the state, which of the following areas would be the most beneficial? (Rank four, 1 greatest importance... 2...3...4 least importance)

___ General institutional, program or course cost reimbursement

___ Instructional grants for specific programs

___ Institutional or program evaluations

___ Reimbursement for programs cooperatively offered with public postsecondary vocational institutions

___ Institutional grants for serving specific populations

___ Curriculum or library loan/exchange

___ Publication of directory describing resident proprietary institutions offerings statewide

___ Tuition grants for students

___ Other ____________________

12. Considering the total postsecondary programs available in the state, select the one most descriptive statement from among the following:

___ Resident proprietary and public postsecondary programs tend to complement one another

___ Resident proprietary and public postsecondary programs demonstrate an unnecessary duplication

___ Resident proprietary and public postsecondary programs compete with each other for a limited number of students

___ Resident proprietary and public postsecondary programs serve essentially different populations of students

13. What percentage of program completers are placed in jobs they were trained for by your school?

___ Percentage

387

Academic Matters/Learning Environment

1. Of the following instructional methodologies indicate the frequency of utilization for each: (1) often (2) sometimes (3) never. (Label each)

___ Lecture

___ Shop lecture/lecture demonstrations

___ Individualized instruction

___ Programmed instruction

___ Team teaching

2. How often are the following instructional media used: (1) often (2) sometimes (3) never. (Label each)

___ 16 mm films

___ 8 mm films or film loops

___ 35 mm slides with tapes

___ Filmstrips

___ Videotape

___ Overhead projector

___ Programmed texts

___ Individualized learning activity packages

___ Individual learning carrels

___ Other, please explain ____

____

3. By program, what percent of time does the student spend in the following areas:

Program name	Group Instruction	Indiv. Instruction	Sup. Prac. Experience	Total
1.				100%
2.				100%
3.				100%
4.				100%
5.				100%
6.				100%
7.				100%
8.				100%
9.				100%
10.				100%

4. Which of the following best describes your school's philosophy on informing the student of his/her progress in coursework? (check one)

___ Letter grade (A, B, C, D, F)

___ Numerical grade (percentage)

___ General descriptive term (excellent, average, below average)

___ Student instructor conferences

___ Pass/fail

___ Other, identify ______________________________

5. What is the average class size, by program, in your school?

Program title	number of students in classroom/instructor	number of students in lab./instructor
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

6. Are students allowed to proficiency (test out of) any part of their course work?

___ Yes

___ No

If yes, explain ______________________________

____

7. Do you accept work from otehr schools (public or private) toward completion of your programs?

___ Yes

___ No

If yes, explain ______________________________

____

8. For students with low abilities in reading and writing and/or mathematics, does your school provide formal developmental work?

___ Yes

___ No

If yes, explain ____

____

9. Does your school provide reference books, magazines, and journals for student use?

___ Yes

___ No

10. Does your school have a formal library area?

___ Yes

___ No

11. What are the most frequent reasons for students discontinuing their course work at your school? (Label each)

Often
Sometimes
Rarely

O	S	R	
___	___	___	Lack of financial resources
___	___	___	Low student ability
___	___	___	Personal problems
___	___	___	Secured employment
___	___	___	Student moved
___	___	___	Low student motivation

12. Are special arrangements made to accommodate the physically handicapped?

___ Yes

___ No

If yes, explain ____

____

13. Has your school discontinued any programs within the last five years?

___ Yes

___ No

14. If the answer to question 13 was yes, which of the following indicate the reason (s) for discontinuance? (check as many as apply)

___ Financial reasons

___ Change of ownership or management

___ Jobs unavailable/lack of employer demand

___ Low student interest (low application for enrollment)

___ Community college competition

___ Manpower needs survey

___ Others, explain ____

____

15. In the past five years how many programs of study has your school added?

___ Programs

16. If programs were added in the last five years, which of the following items best explain the reasons for the addition? (check as many as apply)

___ Financial reasons (profit motive)

___ Change of ownership or management

___ Manpower needs survey

___ High student interest

___ Community college competition

___ Jobs available/employer demand

___ Other, explain ____

17. Do your programs include instruction on job-finding techniques and/or employment interviewing?

___ Yes

___ No

18. Is instruction included in your programs on employee/employer and/or co-worker relationships, i.e., human relations skills?

___ Yes

___ No

19. Does your school provide a supervised work experience program in cooperation with another business or industry?

___ Yes

___ No

20. Does your school utilize formal business/industry advisory committees for your programs?

___ Yes

___ No

Faculty

1. What is the minimum number of contact hours (clock hours) required for full-time instructors?

   ___ Number of hours/per day

2. How many full-time instructors does your school employ?

   ___ Number of full-time instructors

3. How many part-time instructors does your school employ? Part-time indicates contact hours (clock hours) less than minimum required for full-time status.

   ___ Number of part-time instructors

4. In hiring teachers, which of the following criteria receive the most consideration in their selection? (Label each)

   V-Very Important
   S-Somewhat Important
   N-Not Important

   V S N
   ___ ___ ___ Level of education attained
   ___ ___ ___ Number of years of occupational experience
   ___ ___ ___ Salaries required by individual
   ___ ___ ___ Recommendations by past employers
   ___ ___ ___ Personal appearance & characteristics
   ___ ___ ___ Previous teaching experience
   ___ ___ ___ Availability for employment
   ___ ___ ___ Interview impression
   ___ ___ ___ Others, explain ____
   ____

5. Indicate the benefits provided for full-time instructors employed at your school. (check all that apply)

___ Life insurance

___ Health insurance

___ Liability insurance

___ Retirement benefits

___ Profit sharing

___ Paid vacation

___ Sick leave

___ Educational advancement benefits

___ Others, please explain ______________________________

6. What is the average age of your present full-time instructional staff?

___ Average age

7. What is the average number of years your present full-time instructional staff has been employed by your school?

___ Average number of years

8. Does your school employ instructional assistants to aid the lead instructor in the classroom or laboratory setting?

___ Yes

___ No

9. Is the evaluation of your instructional staff formal or informal in nature?

___ Formal

___ Informal

10. In the formal evaluation of your instructional staff which of the following techniques are used? (check as many as apply)

___ Peer evaluations

___ Administrative evaluations

___ Student evaluations

___ Self evaluations

___ Employer feedback as to graduates abilities

___ Others, explain ______________________________

11. Does your school encourage instructors to participate in professional organizations or activities in their field of instruction?

___ Yes

___ No

12. Of the following instructional staff development activities, identify those used by your school. (check as many as apply)

___ Subsidized travel to conferences, workshops, and industrial displays

___ Subsidized travel to existing facilities & operations conducting programs similar to your school

___ Consultants employed for in-service staff development

___ Employee reimbursement for additional education or training in his/her teaching specialty

___ Subsidized membership in professional organizations for staff members

___ Leave of absence for faculty to pursue industrial or business sabbaticals

___ Others, explain ______________________________

13. Your current instructional staff on the average has how many years of related work experience prior to teaching at your school?

___ Average number of years of work experience

14. Of the full-time instructional staff, indicate their highest educational attainment. (i.e., five full-time, two Bachelor's degree, one Associate degree, two trade school diploma)

___ High school graduate

___ Trade school diploma

___ Certificate

___ Associate degree

___ Some college work

___ Bachelor's degree

___ Master's degree

___ Doctor's degree

___ Technical training/industrial

15. Does your school prepare a faculty handbook?

___ Yes

___ No

Student Benefits & Facilities

1. Does your school rent or lease housing to your students?

___ Yes

___ No

2. Do your students receive financial aid from any of the following sources? (check as many as apply)

___ BEOG or SEOG

___ Veteran's benefits

___ DVR or Social Security

___ CETA

___ State Guaranteed Loans

___ NDSL

___ Loan or deferred payment from the school

___ Federal work-study program

___ State Scholarship Program

___ Bank loans

___ Federally Insured Student Loans (FISL)

___ Others, please explain ______________________________

____

3. Does your school encourage the development of social clubs or professional organizations for students?

___ Yes

___ No

If yes, what types ______________________________

____

4. Does your school have student social clubs, intramurals, professional organizations and/or student council?

___ Yes

___ No

If yes, list ____

____

5. Does your school offer career development counseling for currently enrolled students?

___ Yes

___ No

If yes, who performs this counseling ______________________

____

6. Does your school offer personal counseling?

___ Yes

___ No

7. If the answer to No. 6 is yes, is the personal counseling conducted by a formally trained counselor?

___ Yes

___ No

8. Does your school have a student manual or handbook other than the state required catalog?

___ Yes

___ No

Cooperation/Readiness/Public Support

1. Proprietary school in Illinois are approved through numerous agencies; one agency approving all proprietary school would be advantageous.

___ Strongly agree

___ Agree

___ Undecided

___ Disagree

___ Strongly disagree

2. There is unnecessary duplication of programs between the private and public educational institutions in the state of Illinois.

___ Strongly agree

___ Agree

___ Undecided

___ Disagree

___ Strongly disagree

3. Mandatory state accreditation of proprietary schools by current state agencies would improve the image and quality of the proprietary school sector.

___ Strongly agree

___ Agree

___ Undecided

___ Disagree

___ Strongly disagree

4. Mandatory accreditation of all proprietary schools by an external evaluation agency on a periodic basis would benefit the proprietary schools.

___ Strongly disagree

___ Disagree

___ Undecided

___ Agree

___ Strongly agree

5. More stringent requirements for proprietary school representatives (agents) would aid in upgrading the image of the proprietary sector.

___ Strongly agree

___ Agree

___ Undecided

___ Disagree

___ Strongly disagree

6. The general public in the state of Illinois has a basic knowledge and understanding of the purpose and objectives or resident proprietary education in the state.

___ Strongly disagree

___ Disagree

___ Undecided

___ Agree

___ Strongly agree

7. Does your school conduct a formal self-study on a periodic basis?

___ Yes

___ No

If yes, explain ______________________________

8. Do you offer any of your resident programs away from the main location of the school?

___ Yes

___ No

If yes, explain ____

____

9. Has your school ever had contractual arrangements with business, industry, or labor unions to train their employees or members in specific skills?

___ Yes

___ No

If yes, explain ____

____

If no, do you have any future plans in this area ____________

____

____

APPENDIX J

Invitation for School to Participate in Phase II Interview

SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

January 7, 1977

Dear

The directory of resident proprietary schools will soon be printed, and we would like to thank you again for participating in its development. The work we are doing includes a second activity aimed at a clearer understanding of resident proprietary school operations in the total state postsecondary vocational education effort. This will be accomplished by obtaining information from selected institutions through a personal interview with an administrative representative of the school.

Your school has been chosen as one of the institutions to participate in the interview process. The interview will include questions in each of the following six categroies: Accreditation/physical facilities/enrollment; administrative preparation; student benefits and facilities; and cooperation/readiness/public support.

Since the interview will require approximately one to two hours of your time, we will pay your school $50 for participation in this interview. Upon our receipt of the enclosed postcard indicating your willingness to participate, we will contact you concerning further arrangements.

We look forward to visiting your school and to your cooperation in this endeavor. Please return the enclosed card prior to January 17, 1977. If you have questions, call us at (618) 453-2831.

Yours truly,

Glen Pedersen

Glen Pedersen
Associate Director

kj

Enclosure

APPENDIX K

Self-Addressed Card Concerning
Phase II Invitation

______ Yes, our school will participate in the interview with the understanding that we will receive $50 to compensate for our time.

______ No, our school will not participate in the interview.

Person to contact concerning interview arrangement.

________________________ (   )____ - ________

____
(Name of School)

APPENDIX L

Letter Acknowledging Receipt of Postcard

407

SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

Dear

We have received your postcard indicating your willingness to participate in the proprietary education study interview. We will be in touch with you, by phone, in regard to our visitation interview arrangements.

We are looking forward to visiting you soon.

Yours truly,

Glen Pedersen

kj

APPENDIX M

Interview Thank You

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
USOE Proprietary Education Project

Our meeting was most productive and helpful in providing a better understanding of proprietary education. Your professional courtesy in allowing the opportunity to visit your school and your participation in the study were greatly appreciated.

We believe that proprietary education deserves more recognition in the total realm of higher education. With continued efforts and clarification, the role of the proprietary schools in higher education in America should be realized.

We thank you most sincerely for your participation in our study of proprietary education in the state of Illinois.

Yours truly,

Glen Pedersen

Glen Pedersen
Associate Director

kj

APPENDIX N

Letter Accompanying Phase III Questionnaire

SIU

**Southern Illinois
University at Carbondale
Carbondale, Illinois 62901**

**Department of Vocational Education Studies
USOE Proprietary Education Project**

Recent legislation has expanded the definition of postsecondary education to include a group of institutions identified as noncollegiate. The largest portion of these are proprietary institutions which offer a variety of postsecondary vocational education programs.

We have recently been commissioned through a grant from USOE to study state policy and regulation of these institutions. Of primary interest are state-based policies which affect resident proprietary institutions. The term resident is employed to distinguish between those which offer only correspondence instruction.

The following instrument requests your response to several items related to the conduct of this study. We would appreciate your cooperation in completing the enclosed survey instrument. Your response along with those from other states will provide an important perspective on the role of proprietary institutions in postsecondary education throughout the United States. The study report will not identify individual states and you may be assured that your replies will be confidential.

A prepaid, addressed envelope has been enclosed for your convenience. We trust you will find the forthcoming report of interest and use. Should you have questions about the instructions or instrument, please contact Ms. Pauletta Morse, 618-453-2831.

Sincerely,

Marcia Anderson
Project Director

WKA:sah

APPENDIX O

Phase III Questionnaire

PROPRIETARY EDUCATION: ALTERNATIVES FOR PUBLIC POLICY, REGULATION, AND FINANCIAL SUPPORT

The following survey instrument has been sent to the Director of Vocational Education in each state. This research is funded in part by the United States Office of Education Part C Vocational Education Research. The following questions request information on public policy, regulation, and financial support relating to resident proprietary institutions in your state. These institutions are comprised primarily of vocational, technical, business, trade, barber and cosmetology schools offering vocational programs at the postsecondary level. The term resident is employed to distinguish between those institutions which offer on-site instruction and those which offer only correspondence instruction. Please mark your answer to the questions by placing an "x" to the left of your response, unless special directions indicate another action.

1. What is the approximate number of resident proprietary institutions in your state?
   ___ Under 25
   ___ 25–49
   ___ 50–99
   ___ 100–199
   ___ 200–299
   ___ 300 or over

2. What is the approximate percentage of resident proprietary institutions in your state accredited by a recognized regional, national, or professional association?
   ___ Under 10%
   ___ 10–24%
   ___ 25–49%
   ___ 50–74%
   ___ 75–100%

3. What is the approximate percentage of resident proprietary institutions in your state owned by larger businesses or corporations?
   ___ Under 10%
   ___ 10–24%
   ___ 25–49%
   ___ 50–74%
   ___ 75–100%

4. What is the approximate enrollment (head count) in resident proprietary schools in your state?
   ___ Under 1,000
   ___ 1,000–4,999
   ___ 5,000–9,999
   ___ 10,000–19,999
   ___ 20,000–49,999
   ___ 50,000 or over

5. How would you describe the accessibility of *public postsecondary vocational education* within your state as compared to accessibility in other states?
   ___ Very poor
   ___ Below average
   ___ Average
   ___ Good
   ___ Excellent

6. What role do resident proprietary institutions play in fulfilling the total demand for postsecondary vocational education in your state?
   ___ Very important role
   ___ Important role
   ___ Moderate role
   ___ Limited role
   ___ Very limited role

7. Please comment upon the reasons for selecting your response to the above question.
   ____
   ____
   ____
   ____
   ____
   ____
   ____

8. Are there currently provisions in your State Plan for the Administration of Vocational and Technical Education for providing *public support* to resident proprietary education programs or institutions?
   ___ Yes
   ___ No

9. Does the Board authorized to administer your State Plan for Vocational Education also have responsibility for governing, coordinating, or regulating resident proprietary institutions or programs?
   ___ Yes, some responsibility
   ___ Yes, total responsibility
   ___ No, responsibility is placed elsewhere

10. Please identify the agency, commission, or board within your state which holds the *primary* responsibility for regulating resident proprietary institutions. If no group has been assigned regulatory responsibility within your state, please indicate.
    Name ______________________________
    Address ______________________________
    ____
    ____
    Director ______________________________

11. Are there agencies, commissions, or boards in your state, in addition to the one identified in the answer to the above question, which have responsibility for regulation of resident proprietary institutions?
    ___ Yes, one other
    ___ Yes, several others
    ___ No

12. Is there a representative on your State 1202 Commission from the proprietary institution sector?
    ___ Yes
    ___ No

13. Is resident proprietary education most actively regulated in your state through? (Select one)
____ Educationally related statutes and policies
____ Business or commerce related statutes or policies
____ Consumer protection statutes and policies
____ It is not actively regulated

14. Do *statutes* which provide a basis for the regulation of proprietary institutions in your state? (Select one)
____ Include provisions applicable to all educational institutions
____ Include provisions for all private institutions
____ Include provisions for all profit making institutions
____ Not certain

15. The regulation of proprietary institutions is often accomplished through the establishment of minimum standards. Please indicate which of the following items are applied to the regulation of proprietary institutions in your state and whether they are primarily regulated by *statute* or *administrative policy*.

	Primarily Regulated By Statute	Primarily Regulated By Admin. Policy	Not Regulated
Quality and content of course or program	____	____	____
Space and equipment	____	____	____
Qualifications (education and experience) of teachers and administrators	____	____	____
Publication of program descriptions, objectives, program length, cost, cancellation and refund policies	____	____	____
Granting of appropriate credentials or degrees	____	____	____
Adequate records for attendance, progress, and performance for each student	____	____	____
Health and safety	____	____	____
Financial soundness of institution	____	____	____
Advertising and recruitment	____	____	____
Equitable cancellation and refund policy	____	____	____
Licensing and bonding requirements for agents and sales representatives	____	____	____
Educational consumer complaint procedure	____	____	____
Process for adjudication	____	____	____

16. Have *administrative policies* pertaining to the regulation of proprietary institutions in your state been updated?
____ Within past year
____ During past 3 years
____ During past 5 years
____ Have not been updated

17. Have *statutes* which provide a basis for regulation of proprietary institutions in your state been updated?
____ Within past year
____ During past 3 years
____ During past 5 years
____ Have not been updated

18. Are administrative policies pertaining to the regulation of proprietary institutions in your state subject to review by?
____ Educational governing board(s)
____ Proprietary school governing body or advisory board
____ Special commission (1202, etc.)
____ Other ____________________

19. Does your state provide any direct services or support to resident proprietary institutions? (Check all that apply.)
____ General institutional, program or course cost reimbursement
____ Institutional grants for specific programs
____ Institutional or program evalutions
____ Reimbursement for programs cooperatively offered with public postsecondary vocational institutions
____ Institutional grants for serving specific populations
____ Curriculum or library loan/exchange
____ Publication of catalog describing resident proprietary institution offerings
____ Licensing of institutions or programs
____ Other ____________________
____ Other ____________________

20. Are students attending resident proprietary institutions in your state eligible for any of the following types of student financial assistance? (Check all that apply.)
____ Federal Work-Study Program
____ Veteran's benefits
____ DVR or Social Security
____ CETA (MDTA)
____ State Guaranteed Loan
____ NDSL
____ State scholarship program
____ BEOG or SEOG
____ Other ____________________

21. Please identify below activities or programs within your state which attest to cooperation between the public sector and resident proprietary postsecondary vocational education.
____
____
____
____
____
____

22. Is there any type of voluntary organization of proprietary institutions within your state such as an association, federation, or council?
____ Yes
____ No

23. If your answer to the above question was "yes," please identify the name of group(s) and list primary function(s) below.

Name ________________________________

Function(s) ___________________________

____

____

____

24. How would you describe the *existing variety of program offerings* in public postsecondary vocational education within your state as compared to the variety offered in other states?

____ Very poor
____ Below average
____ Average
____ Good
____ Excellent

25. How would you describe the *geographical availability* in public postsecondary vocational education programs within your state as compared to its availability in other states?

____ Very poor
____ Below average
____ Average
____ Good
____ Excellent

26. How would you describe the *temporal availability* (offerings at various times, entry possible every month or week, intensive training, weekend programs, etc.) of public postsecondary vocational education in your state as compared to temporal availability in other states?

____ Very poor
____ Below average
____ Average
____ Good
____ Excellent

27. How would you describe the *cost to student* of public postsecondary vocational education in your state as compared to its cost in other states?

____ Very poor
____ Below average
____ Average
____ Good
____ Excellent

28. Have you or others in your state conducted a study or studies describing the participants (students) of proprietary education in terms of sex, socioeconomic background, program choice, and motivational characteristics?

____ Yes, specifically for proprietary schools
____ Yes, as part of a general postsecondary student characteristics survey
____ No
____ No, however, one is planned

29. Based upon research studies, assessment activities, or your considered opinion, how would you compare the meaningfulness of postsecondary vocational offerings in your state?

A. Considering the value in the labor market of skills achieved:

____ Proprietary programs appear to provide an advantage
____ Public programs appear to provide an advantage
____ Neither demonstrate an apparent advantage
____ Uncertain as to advantage

B. Considering the satisfaction of the graduate with his/her career choice:

____ Proprietary programs appear to provide an advantage
____ Public programs appear to provide an advantage
____ Neither demonstrate an apparent advantage
____ Uncertain as to advantage

C. Considering the efficient use of educational resources and student's time:

____ Proprietary programs appear to provide an advantage
____ Public programs appear to provide an advantage
____ Neither demonstrate an apparent advantage
____ Uncertain as to advantage

30. Have any research studies or follow-up activities been conducted in your state during the past three years to ascertain the effectiveness of resident proprietary institutions and their programs?

____ Yes
____ No

31. If you responded *yes* to the above question, please indicate key findings or conclusions of the activities regarding the effectiveness of such institutions or programs.

____

____

____

____

____

32. Considering the total postsecondary vocational programs available within your state, please select the one most descriptive statement from among the following:

____ Resident proprietary and public postsecondary vocational programs tend to complement one another.
____ Resident proprietary and public postsecondary vocational programs demonstrate an unnecessary duplication.
____ Resident proprietary and public postsecondary vocational programs compete with each other for a limited number of students.
____ Resident proprietary and public postsecondary vocational programs serve essentially different populations of students.

33. In your judgement, what are the obstacles to insuring that resident proprietary education is utilized in helping meet public demands for postsecondary vocational education? (Please select most descriptive response for each item.)

	Major Obstacle	Minor Obstacle	Does Not Apply
Lack of financial incentives for proprietary education to serve students in need of postsecondary vocational education	____	____	____
Unwillingness of proprietary education to cooperate with public sector planning	____	____	____
Insufficient public control over quality of educational programs offered in proprietary institutions	____	____	____
Inadequate consumer protection for students attending proprietary institutions	____	____	____
Lack of interest on part of public sector to include proprietary education programs in planning	____	____	____
Unwillingness of public sector to cooperate with proprietary education institutions and programs	____	____	____
Other (Please specify.)	____	____	____

Name of Individual Completing Instrument ____________________

____
Title

____
Telephone Number

Name of Agency ____________________

____
Address

____
City *State* *Zip*

You will receive a copy of the study upon its completion. Thank you for your response and cooperation.